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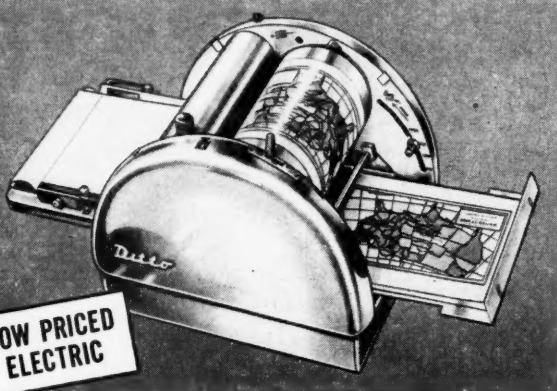
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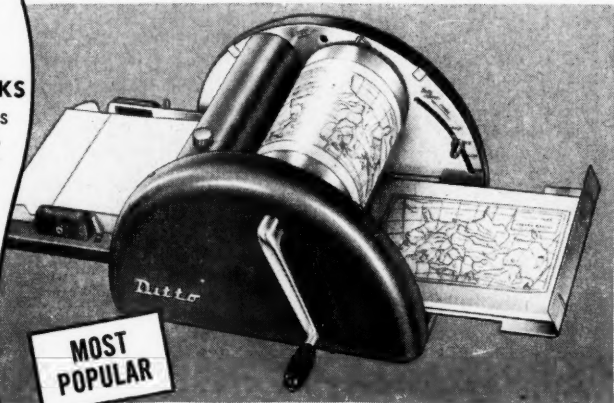
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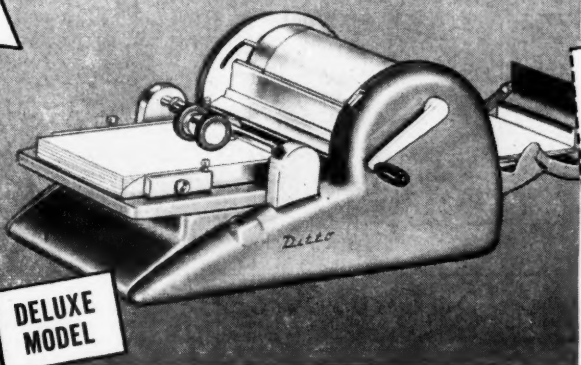
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March
1954



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The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946.

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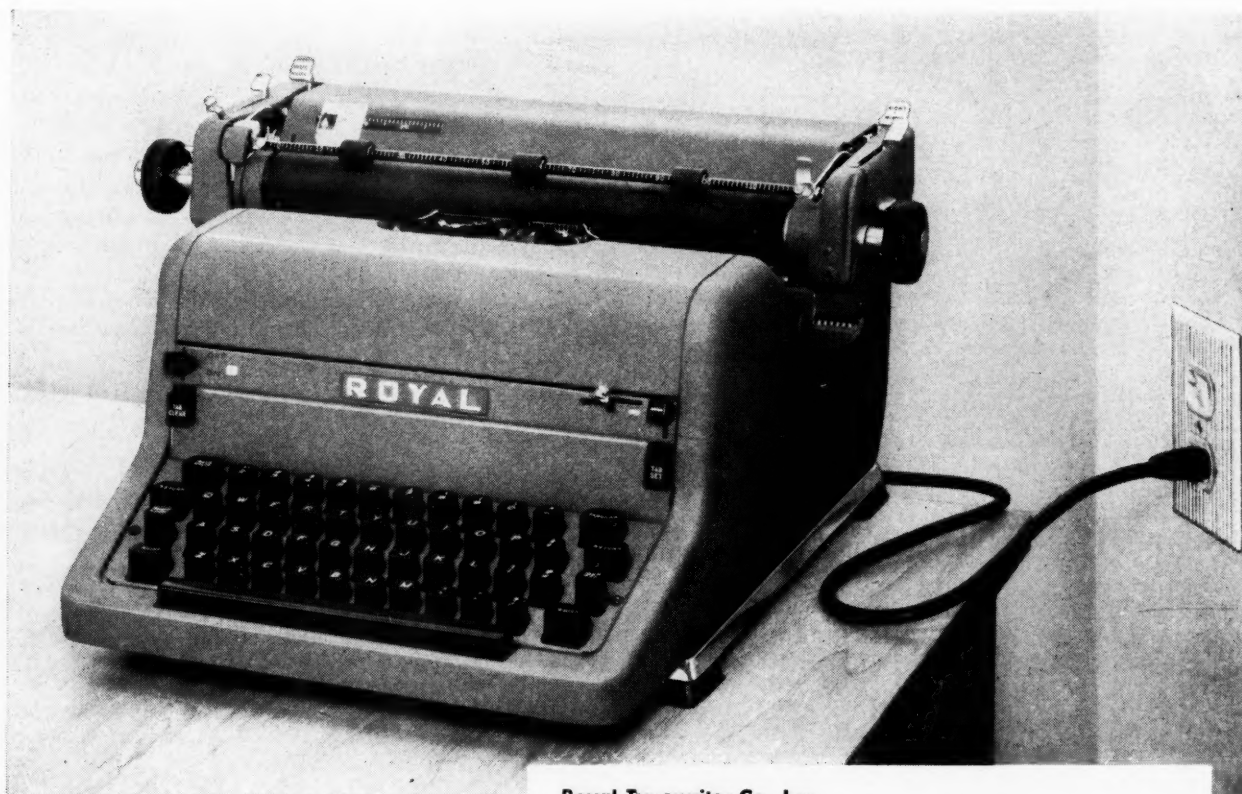
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In This Issue



GLADYS BAHR
Basic Business Editor



HOWARD M. NORTON
Basic Business Associate Editor

ECONOMIC LITERACY FOR EVERYONE OR VOCATIONAL COMPETENCY FOR SPECIALISTS ONLY? By and large the field of business education has a holding power that ranks it high in keeping boys and girls in school until graduation. Some historians have even gone so far as to say that the American high school might never have emerged as a public institution if it had not been for the vocational appeal of the business courses introduced about the start of this century. However, our fundamental training programs in bookkeeping, stenography, and retailing are not enough. There is no intent to minimize the importance of the technical subjects in training for office and retail jobs; but it should be pointed out that the limitations of concentrated skill-building programs, now well known and lamented, can be overcome only by supplementing the vocational courses with broader background courses—basic business courses. The tools of office and retail workers are well defined, but the evolutionary pattern of secondary-school education has created for business teachers two problems: First, the fact that broader aspects of business literacy are neglected in a vocational-courses-only curriculum; and secondly, that if business education does not soon make provision for the broader aspects, they may be shoved in to replace the vocational courses. Young people need to have an insight into and an interpretation of basic economic principles and fundamentals so necessary to qualify them as progressive citizens and successful businessmen and business women. If young men and young women are to be taught effectively to solve their own personal and financial business problems; if they are to gain some knowledge of business methods and of the financial problems of local, state, and national governments; and if they are to acquire knowledge and appreciation of our vast commercial life, training must be given that will provide an educational background of business thinking that everyone needs irrespective of future vocation. The great debate in the years immediately ahead will deal with this question: Is the responsibility of business educators primarily to develop business literacy for everyone or to develop vocational competency for specialists only? Most business teachers will want to say, "We can do them both."—H. M. N.

► Business teachers have a continuing responsibility to sell basic business education to educators who are not business teachers. In this issue the contributors give us ample evidence that this subject has an important part in the curriculum. They also give the basic business teacher many suggestions and aids for making the subject more interesting and easy to teach.

► Regardless of the teaching field, each business teacher will find some down-to-earth aids in the Services Section. The contributors to this section are eager to share their experiences with other teachers. They have produced a wealth of excellent material in this issue.

► The pictures of more than 75 business teachers appear in this issue. Some of these persons are known internationally, others are names familiar to their

own small group; but, the important thing is that each is helping to build a strong profession through the Associations United.

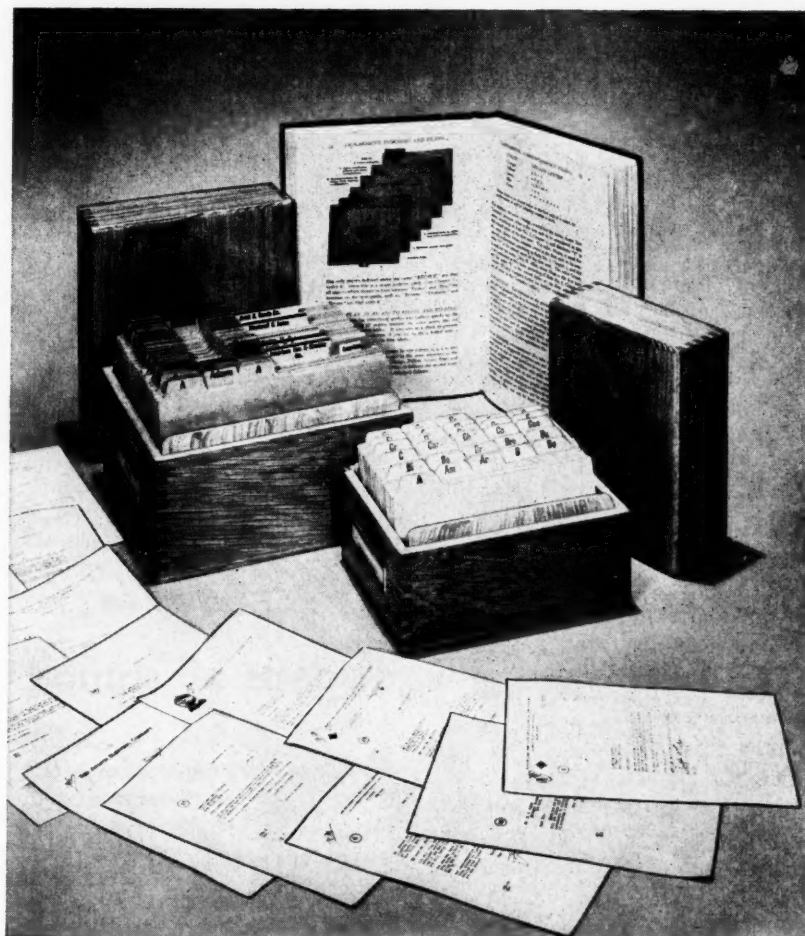
► If you are a teacher of typewriting, the research article in the Services Section will be welcomed. The Joint Committee on Coordination and Integration of Research in Business Education will appreciate your comments concerning the series of articles we are publishing in the spring issues of the FORUM.

► The cover design on this issue was borrowed from THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION. It is anticipated that more than 20,000 teachers will visit New York City and attend the sessions of their national professional association. A brief story of the convention appears in this issue.—H. P. G.

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THE Forum

Guidance In Basic Business—Senior Level

By DALE P. WREN
Stanford University
Stanford, California

All students at the senior level can benefit from a basic business course.

GUIDANCE and orientation activities play an important role in a basic business course at the senior level. The frame of reference is stated through the medium of three basic assumptions. They are:

1. That the student personnel in the general business course of study is composed of all the high school students, irrespective of their vocational objectives. This implies that the school staff is of the opinion that *all* students can reap benefit from training in the fundamentals of business, whether their adult occupations be fireman, carpenter, doctor, or office worker.

2. That the members of the school staff feel that guidance is *everybody's* job, classroom teacher and specialist.

3. That the objectives of the general business course of study are primarily personal-use in nature, and that vocational outcomes are concomitant learnings as a result of exploratory experiences.

The Major Objective

Two schools of thought concerning the problem of drop-outs of high school students need clarification. One point of view, which seems to be a negative one, contends that since there will always be drop-outs, the school should give as much vocational training as possible (preferably in the early high school years) in order that they may enter employment with some skills and knowledge. Such an approach seems to be a misdirection of emphasis.

The job of the business teacher should be one of providing courses of study which will *encourage* potential school-leavers to remain in school. This is the positive approach and could well be assumed as a major objective of the general business course. If the variety of educational experiences encompassed in such a course can influence pupil retention, either by meeting their immediate personal and social needs or by opening up new vistas of interest through exploratory experiences, then it would seem that the major objective would be realized.

Such a positive approach involves the problem of knowing the students—ferreting out by the use of every means available those students who might be classified as potential drop-outs. In order to do this, the business teacher must give particular emphasis to individual dif-

ferences in all areas of operation, including curriculum development and construction, methodology, motivation, making of assignments, and evaluation. Kitch and McCreary comment on the failure to make such provision in the following manner:

Members of a school staff who display immature attitudes toward students and who consistently expect from them achievement which is above or below their capacities contribute toward the development of maladjustments on the part of such students. Therefore, the classroom teacher, as well as the guidance staff, has a responsibility to assist the school in developing a series of curriculum experiences that are geared to the needs and abilities of individuals and of groups. Such a curriculum will tend to avoid the precipitation of unnecessary and avoidable adjustment difficulties.¹

Drop-outs or school-leavers are not forgotten either by the student-leaver, the school, or the community! An analysis of many follow-up studies of high school drop-outs shows that one of the most frequently listed reasons for leaving school is that the student either had no interest in school or was maladjusted in school. Current, frequent, and recurrent criticism found in newspapers throughout the country concerning the poorly trained employees entering business implies that the phrase "meeting the students' needs" is a bit of worthless educational jargon. However, careful examination in specific situations has revealed that often it is not the high school graduate who is responsible for the "poorly trained employee" attitude of business. In many instances the cause of such criticism has been found to be beginning employees who dropped out of school prior to graduation. We must remember that our economy must also absorb as workers that 50 per cent of the students who each year begin high school but who, under present conditions, do not finish.

With this in mind, it would behoove us as business teachers to assume the *positive* approach to this problem and to keep the students in school so that we really can discover and meet their needs in the true sense of the phrase!

¹Kitch, Donald E. and McCreary, William H. *Improving Guidance Programs in Secondary Schools*. California State Department of Education Bulletin, Vol. 19, No. 8. Sacramento: the Department, December 1950. p. 48.

"Teachers are charged with the responsibility of educating all the students, not just the select few."

Where To Place the Emphasis?

Saum states that "The secondary school guidance program exists to *individualize* the school and to assist the school in meeting the individual needs of its students."² Implicit in such a definition is the fact that we must individualize the instruction. If this is to be accomplished, the emphasis must be placed on something other than *just* the textbook. The textbook is only one tool and reference, and, no matter how well written, it cannot be expected to meet the extreme range of pupil interests, abilities, levels of aspiration and limitations as would be found in the heterogeneous group set forth in the original assumptions.

As in the other instructional areas, the general business teacher should be prepared to use both individual and group methods of guidance, since one method used to the exclusion of the other will reap less benefit than a combination of the two. Such a course of study as general business has the unique inherent quality of being a springboard for the provision of occupational, educational and personal guidance to the students. For example, every unit can be developed in such a manner as to provide considerable vocational information and orientation. If done through the regular classroom activities, this could well be termed a form of group guidance. Other procedures and techniques which might well be used in a general business class are career conferences, career days, talks on vocations by people in the field, visitations to business and industry of all kinds, clubs, films, magazine and news articles, displays, radio and television programs, and work-experience programs.

In the final analysis, all personal, educational, and occupational information must be restated in terms of the needs of the individual students. This focusing of attention upon the individual is to enable him to interpret the knowledge and information he has obtained in terms of his experiences, his abilities, his level of aspiration, his needs, and his opportunities. Providing such experiences for students should be the function of the general business teacher, although assistance will often be present in the form of trained counselors.

What About Public Relations?

It is common practice throughout the country with respect to work-experience programs in business education to place in various job-classifications those students who are the most skilled in the necessary competences. We feel that this is the best way of "showing off our wares," so to speak, thus impressing the businessman

with the finished product that we have trained for his employ. At the most, these students comprise only about one-fourth of the graduating class. The remainder of the group we keep in a kind of "deep freeze" until graduation, when they are forced to go out on their own. They have not had the benefit of a work-experience program, they receive no letters of recommendation—but they have probably received many C's and D's on their report cards. They are graduates of the school (sort of a "lost battalion") and yet they must be and are assimilated in the "world of work."

Is it not time that we place our cards on the table and inform prospective employers that we also have other types of students in addition to the "cream of the crop?" Further—is it not only fair to provide the average and below-average in ability student with opportunities to participate in work-experience programs, thus providing these students with status and participation now being denied them? The secondary school is no longer the selective institution it was fifty years ago. We are charged with the responsibility of educating all the students, not just the select few. Also, and equally important, such an approach to the businessman may help him to develop a better understanding of the problems we face in the schools of today with respect to individual differences in student personnel, and thus help to eliminate attacks on the public school concerning "poorly prepared employees." Such a plan of action could only be accomplished in an atmosphere of individualized instruction.

Individualized Guidance

Although there are conflicting points of view, it is the consensus that *all* students can benefit from a general business course. This means that a class of this type will enroll those students who are planning to make business their careers and those who need to know the fundamentals of business which are necessary for effective citizenship in our democratic life.

This would mean that the outcomes expected from such a course would be primarily pre-vocational in nature, since career or occupational selection would be only a concomitant outcome. The extent of the vocational objective would be to present information, develop attitudes, and provide experiences which might later prove to be useful in the selection of a career. In addition, the possibility of occupational change and obsolescence seems to make it more desirable to develop exploratory courses of study in terms of vocational direction, rather than pointing to a specific occupation.

Then, too, the fact that enrolled in such a course of study would be student personnel who have already tentatively made other vocational choices outside the field

²Saum, James. *Guidance Programs in Secondary Schools*. San Mateo County, California: Office of the Superintendent of Schools, Department of Guidance, 1952.

"Personal education and occupational information must be restated in terms of the needs of the individual students."

of what is commonly referred to as "business" seems to indicate that the emphasis should not be put on vocational outcomes.

Therefore, it would seem that a course of study in general business would have two primary functions, orientation and individual appraisal. The emphasis should be on collecting data about each student enrolled. This is not to say that subject matter is not important, but it should be geared to the needs and abilities of the individual student. For the business and non-business student this period should be used as screening process. It should be a period of testing, collecting information of all types, exploratory experiences, conferences, and other types of group and individual guidance experiences.

For both the business and non-business student this course will probably be their first contact with the field of business, and it is imperative that the right person is assigned as instructor for this course of study. Giving this assignment to the new teacher, or to the mathematics teacher in order to equate the teaching load will not do the job. A teacher of such a course of study must be prepared by both training and attitude to work closely with *all* students, should have both training and experience in educational, vocational, and personal guidance, and should have wide and recent experience in the field of business.

Outcomes of the Course

In conclusion, perhaps it would be well to list some of the expected outcomes of the general business course on the senior level. They would include:

1. Training in those fundamentals of business everyone should know in order to become an effective and contributing member of our democratic society.
2. Developing concepts that would serve as a foundation for the study of more advanced business subjects.
3. Providing exploratory experiences in order to determine, in connection with other data, whether or not a student should pursue certain vocational objectives.
4. Assisting the school in recognizing potential drop-outs so that their school experiences may be so planned as to encourage their continuing their education.
5. Providing work-experience which will, through interchange of information between students, help develop in all students an appreciation and dignity of work itself.

Any guidance activity of either an individual or group nature must be all inclusive. The guidance activities in the general business course of study may today be vocational in nature for the class, tomorrow morning be personal in nature for Mary Jones, and may well be educational in nature the following day for John Smith.

Without individualized guidance, there will be no individualized instruction.

An Advanced Basic Business Course

By RAMON P. HEIMERL
Colorado State College of Education
Greeley, Colorado

MUCH has been written recently about teaching basic business, but the major emphasis has been on the course at the ninth-grade level. Many schools are becoming interested in having an advanced course for the eleventh and twelfth grades, but little information is to be found concerning such a course. An advanced course for these mature pupils could consolidate the best parts of such courses as business law, business principles and organization, consumer problems, economics, and economic geography. This integrated type of course would be most appropriate for schools which cannot offer the many various elective courses in basic business.

Some schools, which have a core course in common learnings, have included such integrated business problems along with other problems. But many other schools

could offer similar experiences to their pupils through an advanced basic business class.

Improving the business background of *all* high school pupils should perhaps be the chief purpose of the course. Becoming economically literate should be one aim of all future citizens. Especially today when our lives are complicated by the complex business system and by governmental controls, it is necessary that *all* understand and appreciate our methods of everyday business. During the junior and senior years, high school pupils should be able to think more maturely about such business problems; therefore this course probably could be offered at this level most profitably.

One course in basic business combining the areas of business law, economics, business principles, economic

"Fitting the basic business course to the community is of prime importance."

geography, and consumer problems will be more helpful for all high school pupils than having many separate electives since very few pupils would be able to take that many separate business classes. Therefore, giving all pupils some background for modern business living would be more feasible for the small and large school alike. Some schools may still want to have several electives in this area in addition to an advanced basic business course.

Advanced basic business should be for *all* high school pupils, not only for those preparing to work in offices and stores. All pupils will be living in a complex business world facing the buying, tax, law, and other economic problems of all citizens. This course then might be considered a contribution of business education to the general education of all high school pupils just as the general business course at the ninth-grade level has become.

If more schools offered an advanced basic business course open to *all* high school pupils, much more could be done to improve the economic literacy of our future citizens.

Content of Course

Since no textbook that covers all these areas is available, special attention might well be given to what can be included specifically in such a course. Some of the general considerations in determining content are:

1. Pupils interests and needs
2. Adult needs
3. Community needs and resources
4. Previous business courses
5. Content of courses in other departments of the school.

Teachers will want to consider the previous business experiences of the pupils and certainly the community in which the pupils live.

Another general consideration concerns the number of topics or units to be included in a year's course. Perhaps the best suggestion concerning this problem would be to cover fewer topics and cover these well so that they may be of most practical value in conducting business affairs.

Suggested Units

Several teachers experimenting with an advanced basic business course have included units such as these described below. However, these are merely suggestions which must be fitted to the particular needs of the various groups of pupils and the communities.

Business Organization Today. A more advanced treatment than that covered in the ninth-grade will emphasize how business operates for the benefit of both consumer and producer. Perhaps besides the actual listing of the numerous kinds of business in the community, a

discussion of the advantages of various kinds of organization related to each type of business would be helpful in understanding how business operates. Marketing of goods can well be introduced at this level to provide an appreciation of the cost of goods to the consumer.

Consumer's Place in American Economy. The place of the consumer in our contemporary economy and how the consumer's interest might affect business can be shown. The relation of producer and consumer of today might be compared to that of fifty years ago.

Improving the Buying of Goods and Services. How to use standards, labels, advertising, pre-planning, help of salespersons, advice of experts, and the like, might be part of this unit. The buying of specific goods might follow these general principles.

Buying Specific Services. What services does business supply the consumer: banking, transportation, storing, repairing, cleaning, and the like can be dealt with in as much detail as the class needs and wants.

Insurance. Personal needs, how to select appropriate policies for various needs, how to read a policy, benefits of kinds of insurance, and purposes of insurance are some topics which the teacher and the learners may want to investigate.

Government Protection. How government protects consumers and how it protects business can be the nucleus for an interesting unit. The aids of the various governmental agencies can be discussed along with the laws which protect the consumer and business.

Business Law. Basic principles of contracts, sales, bailments, negotiable instruments, wills, and the like with which everyone needs to be familiar in order to transact business affairs today should be the main part of the unit. However, the practical application of legal principles should be stressed.

Credit and Installment Buying. Advantages and disadvantages of such procedures, comparison of prices in buying for cash and on credit, calculating interest charges of actual examples from the community, and credit as the basis of our business economy are suggestions for the credit unit. Many other features can also be included if the particular class needs them.

Record Keeping. Personal records of expenditures and income as bases for future planning and income tax reporting are important for all citizens. Budgeting, filing income tax returns, family records, and keeping a check-book record are other specific suggestions.

Taxes. A study of local taxes and their purposes may begin the unit. Social Security taxes and their benefits, government income and spending, kinds of taxes, and

"There are hundreds of activities which may be effective in learning about business."

tariffs are usually good topics for most senior high school groups planning soon to begin their independent business lives.

Government and Business. Controls which are exerted on small and large business today and the regulation of commerce, labor, and business practices by the government are suggestions. This unit should not be technical since many of the pupils have no background for a legal treatment of these problems.

Your Future Life in the Business World. How every citizen has privileges and responsibilities in our democratic way of life is an important phase of business living. If the class has not had an opportunity to do intensive vocational planning, that might be taken up also.

A course of this kind should consist of those units which these particular pupils need most. Fitting the course to the community is of prime importance in making it practical and worthwhile.

Variety of Activities

To foster more permanent and practical learning, teachers of an advanced basic business course should use a great variety of activities. More business principles will be remembered by those actually experiencing them than by mere reading and discussing. The more practical the course is, the more real learning will occur. The course should not be limited only to learning facts, but should stress the acquiring of attitudes, appreciations, and understandings which will benefit our future citizens in their daily affairs. In order to accomplish this purpose, a great variety of activities should be used in this kind of business course. Actually there are hundreds of activities which may be effective in learning about business, but only a few suggestions are given here for illustration as starters for teachers.

Discussion Techniques. Traditional reading of a textbook and questioning by the teacher could be enhanced or replaced by meaningful group discussions, committee discussions, panels, etc. In this way, more pupils can participate and the teacher is not the center of attention in the classroom.

Trips. Visits to various kinds of businesses can be helpful in understanding the problems of the average citizen. A visit to a court of law trying a civil case such as a breach of contract or warranty can clear up principles of business law.

Displays. Pupils can learn a great deal by collecting various things to display for a topic or unit of study. Usually the teacher can spark their work by having some objects as samples.

Outside Speakers. Much can be gained from experts

in business by inviting them to the school. Pupils then will have an opportunity to ask detailed questions and receive first-hand information.

Using Actual Things. Using real objects in the classroom such as advertisements, labels, etc., instead of merely reading about such things and looking at pictures, will be valuable. Actually reading insurance policies in class will help bring out the good and poor features of various kinds of policies more effectively than reading about them.

Shopping Trips. Pupils can actually shop at various places for a certain article to find out about price and quality more practically. Also the pupils can compare various credit and installment prices and make comparison charts.

Keeping Personal Records. If pupils actually keep a personal record of their income and expenses, they can learn more about record keeping; and this might also be applied to a study of budgeting.

Posters. Pupils can make various kinds of posters to illustrate units of study. Much can be learned about various business principles from constructing a poster.

Many other activities include making scrapbooks, making surveys, comparative buying, mock trials, demonstrations, current events, dramatizations.

For the best results, variety should be used to insure the most permanent learnings concerning our business system. Using many activities can be a source of pleasure to the teacher as well as the pupils.

Materials

For a practical course covering some of the suggested units listed here, the best plan would be to have several good textbooks in each of the areas to be covered in the course; these would be used for reference work as needed by the class.

If business problems are to be considered as practical situations, the class should be conducted as other laboratory courses. Actual materials should be used by the pupils for practical learning as much as possible. If some things cannot be brought to the classroom laboratory, then pupils can go into business to observe them directly.

Many free and inexpensive materials are available from business firms, trade associations, professional groups, and governmental agencies. All of these aids should be used because the high school pupils should know not only what helps exist but also what value they are to them in conducting their daily business affairs. Here then is an opportunity for the teacher to help pupils develop a more critical attitude toward available materials.

"A well-planned and properly presented consumer series aids many persons to cope with today's problems."

Producing a Consumer Television Show

The television program must be thought through in pictures rather than words.

By CLIFTON C. THORNE and MARGARET ARMSTRONG
New York State College for Teachers
Albany, New York

PLANNING is an important part of a consumer education course on television. At the State University College for Teachers at Albany, the entire faculty of the business education department participated in planning a thirteen-program course entitled, "Managing Your Money." A survey of ideas, resources, and personnel was made and from this inventory, program topics, resource materials, and the two key participants for the programs were selected.

Topics* Selected and Produced

Introduction to Money Management. In this program the general principles of financial planning were presented which included the importance of planning, the need for planning, and the difficulties which occur in planning today.

Pointed out, too, was the manner in which a typical "take-home" dollar is spent in the United States, the values of planning, and the forthcoming topics of the series.

Paper and Pencil Planning. The general principles of planning on paper were presented and one method of planning was offered which was published in duplicated form and distributed free to the viewers.

Banking Facilities. Poor methods of controlling cash outgo, such as the "teapot" method, were explained as well as the services provided by banks to insure safeguarding of cash and better control of disbursements. Here the emphasis was on opening and maintaining both savings and checking accounts with special emphasis on the reconciliation of a bank statement.

Buymanship. This program was devoted to showing the audience how to stretch the dollar. The following points were considered: What to buy, where to buy, when to buy, and how to buy. Certain general rules of wise buymanship were stressed such as those dealing with investigating all grades, buying for intended use, gathering merchandise information, and using consumer publications.

Credit and Installment Buying. The subject of installment buying was developed by emphasizing the importance of obtaining and maintaining credit, the dangers involved in a consumer's over extension of credit, credit charges and "shopping" for low credit costs; the chattel

mortgage and conditional sale contract were also outlined.

Savings and Investments. This program dealt with the values of saving; the necessities of life to be considered before investing (insurance, home, education, emergency fund, etc.); an explanation of stocks, bonds, and other forms of investments; choosing the right investment; diversifying investments; and selecting a reliable investment broker.

Buying a Home. Planning before buying, deciding what is needed in a home and what is wanted in a home, and the financial aspects of building or buying were accentuated in this presentation. Consideration was also given to the lot, the neighborhood, services available, zoning, and house construction.

Buying Meats. In cooperation with a meat packing firm, various grades and cuts of beef and pork were identified and suggestions were made for buying and preparing meats for consumption.

Buying Clothing. Consumers were given pointers in planning a wardrobe; judging fabric quality and workmanship in clothing; and getting a proper fit for men, women, and children.

Buying an Automobile. Factors to be considered in planning the purchase of a new or used car were presented. Operating and maintenance expenses, finance methods and charges, and guarantees were featured sub-topics. A considerable portion of this program was used to show how to inspect a used car before purchasing and how to select the right new car.

Life Insurance. On this show the need for life insurance and the kinds available were presented. The principles developed were applied to a typical American family who appeared on this program.

Other Insurance. The principles of auto, fire, accident, and health and comprehensive personal liability insurance were explained and applied to the typical family.

Summary. The highlights of all the programs in the series were combined to provide a summary in the last program.

Planning

In planning a television program the type of audience must be considered. The type of audience is determined, in part, by the scheduled hour of presentation. Since

"It is effective to attract audience attention visually from the beginning."

10:30 a.m. was assigned to "Managing Your Money," the program was aimed at housewives and their money management problems.

Good school-community relations were developed by consulting local business firms to secure accurate up-to-date information which would have local appeal to the people in the viewing area.

The script is also a part of the planning. A television program requires the work of many people unseen by the viewing audience; each of these persons must know his responsibilities long before show time. A more professional production will result when the responsibilities of each person are included in the script. Organization and timing of a speech, or planning the material used in the classroom makes for a more polished production just as do rehearsals for a stage play.

The script should include the announcer's opening, the body of material to be presented, time segments, visuals and props to be used, a floor plan, and the announcer's closing. In order to avoid "the memorized script," a detriment to any production, the script may be a skeleton outline with sentence cues and indications of movement and desired camera shots rather than a verbatim script. Script preparation and use may be simplified by arranging material in three columns—time, video, and audio as shown in the illustration below.

MANAGING YOUR MONEY

Time	Video	Audio
10:30	Close-up shot of miniature house on desk.	ARMSTRONG: The Wilson family must protect the assets which they have accumulated and, of course, their house is an asset. THORNE: To insure against the risk of loss by fire, Mr. Wilson should secure fire insurance.

This arrangement provides an easy method of judging time during rehearsal and serves as a guide to the director in preparing for and directing the program.

Visuals

Without a doubt, the success of television lies in the fact that the audience can *see* as well as hear. For that reason, visuals are among the more important phases of any television production. The producer knows that every point can be visualized. He must then ask himself, "Which points will be visualized and how can they be visualized best?" Television is a "seeing and action" medium. If there is to be no showing, no action, the

program might better be presented on radio. Whenever possible, visuals should be used—a book, a picture, a method of doing. The entire program should be thought through in pictures rather than words.

It is effective to attract audience attention visually from the beginning. Lengthy, wordy beginnings, and conversations can be avoided by *showing* what will take place and by interspersing visual material throughout the program rather than by showing it all at once. Watching other television programs and studying techniques employed by others aid in visualizing.

In using charts for visualizing, black or white backgrounds on paper or cardboard are not good. Cameras are more likely to "burn in" (show ghost outlines) when black and white are used. However, white chalk on a blackboard or black construction paper photographs well. Black or white poster paint on dull-finished pastel backgrounds is good; black on a gray background is especially suitable for telecasting.

The size of charts is important. A chart 11 by 14 inches will fill a television screen if the camera is picking up that chart only. A chart 21 by 28 inches is a good size to use when a person is showing the chart and is to appear on the screen. In the preparation of this type of material a horizontal ratio of 3 by 4 should be followed; that is, three units high by four units wide.

To save time and insure uniformity of letters in preparing visuals, Fototype letters can be used. These letters, available in various sizes when used with tape and set-up sticks supplied by the manufacturer, make excellent words and sentences for telecasting; therefore, hand lettering is completely unnecessary. These letters make effective "strip" and "stick-on" charts. For strip charts, words or phrases of the points to be made may be placed on strips of light-weight cardboard, inserted in a wooden rack, and covered with plain black strips of the same size. These are uncovered as each point is made. "Stick-on" charts can be prepared by placing the desired letters on masking tape which contains glue on both sides. These strips of letters on tape can be taken to the studio and placed on a blank sheet of card stock as each point is considered.

An easel is an invaluable item in showing visuals, especially while explaining the material and pointing to the chart. Pointing must be done slowly so that the camera has time for a good shot. In pointing, the eraser end of a pencil makes a much better pointer than the finger because it obscures less and does not look distorted.

Visuals, in addition to those prepared on paper, cardboard, and blackboards, can and should be used. During the consumer series, food products, articles of clothing, people, automobile parts, insurance policies, and securities were used. On the programs, *Buying a Home* and *Buying Insurance*, an effective visual was a model house

"The success of television lies in the fact that the audience can see as well as hear."

24 long, 12 high and 8 inches deep. A pre-cut hog was used in identifying pork cuts on the program, *Buying Meats*.

In showing non-easel visuals it is advantageous to use an established area, such as a table or desk top, as a point of reference for the audience as well as the cameramen. Confining the showing area to a definite place for these visuals allows faster and better "tight shots" (close-ups) on the part of the cameramen and makes it easier for the viewers to follow what is transpiring.

Both silent and sound films can be used for telecasting, but two precautions should be taken after the desired film is selected. It is well to check the size of the projector at the studio to avoid disappointment which occurs with a film of one size and a projector of another. The other precaution is to have the film previewed well in advance by the station so that another film can be secured if the preview results in rejection. Many stations require a preview to determine fitness of the film for public showing.

Photographs, mounted on light-weight cardboard, can be telecast effectively if they are at least 9 by 12 inches in size and the finish is dull. Pictures and titles contained in books or book jackets show up if they are facing the camera on a desk or table top and the pictures are not too small. Close-ups can be obtained by using an extra copy of a book on an easel very close to the camera. Permission from the copyright owner must be obtained before this type of visual may be telecast. Film strips and 2 by 2 inch slides can be used in some studios but it is well to check with the studio to determine whether or not facilities are available for their transmission. Maps should be clear and bold with a minimum of small detail which is blurred and lost in transmission.

At the Studio

The most successful programs in a consumer education series are, without a doubt, those which include an abundance of well-planned, carefully displayed visuals.

In many respects teaching in a television studio differs from classroom teaching. Most people should move and talk more slowly than usual to avoid erratic movement and sound on the screen. When a participant plans to move or show something, an indication should be made for the benefit of the sound boom operator and cameraman. For example, when preparing to refer to an easel, the cue might be, "Let us take a look at our easel over here." Voice level should usually be a little louder than normal. If voices are nearly alike in volume, they can be raised or lowered by the audio man; however, if one person speaks softly and another loudly it is difficult for the sound man to make adjustments. If one person

stands and one is seated, the seated person should speak up so that the sound can be detected easily by the overhead boom microphone.

The television cameras do the work of picking up the image to be transmitted. The lower center lens of the camera takes the picture. A red light is visible on the front of the camera which is on the air. When the red light goes off, indicating that that camera is no longer transmitting, the subject should make a casual turn to the camera that is on the air. In talking only to other people on the set, and not to the television audience, the camera should be favored so that the audience gets to see more than the side of the face. In addressing the cameras, informality should prevail. The audience is a person or small group in an informal setting; they are not massed together in a classroom to hear a lecture.

It is well to remember that many people, in addition to the participants presenting the show, are involved in getting a program on the air. These people include the producer, director, technical director, audio man, boom operator, lighting man, shader, camera men, floor manager, projectionist, and announcer. To get good pictures, best shots, best sound, and coordinated production, participants should be familiar with these people and their duties and keep them informed.

Awareness of time and ability to slow down or speed up have much to do with getting the show off the air in a professional manner. Every television program has an allotted time which must be used exactly, with allowance for the announcer's opening and closing. It is important neither to finish a show until the signal is given, nor to be cut off the air with an unfinished program. Each television station has signals for slowing down, speeding up, closing, and off-the-air. These signals should be learned and followed to insure proper time control and a smooth sign-off.

Evaluation

Evaluation of a television program is difficult because there is no way of knowing how many people view the program or what the reactions are of those who do see it. However, some indication of the audience impact may be secured by offering free materials to viewers and by encouraging comments and questions. "Managing Your Money" offered *The Profitable Half Dozen*, a booklet prepared by members of the business education department, which contained six easy steps to sound money management. Other pamphlets applicable to specific programs were offered during the series. This technique brought hundreds of communications from people in four states and indicated a great need and desire for adult consumer education.

What Is the Status of Consumer Education in Colleges and Universities?

Approximately two-thirds of the general consumer courses appear to be open to all students in college and universities without restriction as to enrollment.

By WILMOTH C. PRICE
State Teachers College
Winona, Minnesota

IF EDUCATION is to prepare young people to cope sufficiently with the multitude of ever-changing economic, social, and political problems of contemporary life, the curriculum must be continually reexamined, evaluated, and brought up-to-date. Particularly is this desirable in the area of consumer education, which is a relative newcomer in the higher education curriculum, not having an established body of content material or a set of standards for effective teaching.

In a recent study (1952-53) of the status of consumer education courses in colleges and universities throughout the United States an attempt was made to obtain facts and opinions regarding present practices and possible future developments in this area. The data were intended to be used as the basis for further studies and for establishing criteria for an adequate consumer education program in college. It was hoped that the results of the study would be helpful to college educators in planning course offerings, selecting teaching units and student activities, and in other ways.

Data were collected by means of questionnaires mailed to approximately five hundred instructors of college consumer courses. Three different blanks were used, each of which was mailed to one-third of the instructors concerned. One group of questionnaires dealt with objectives, a second with materials and activities, and the third with criteria for general consumer courses. Returns were recorded from about 83 per cent of the educators contacted.

This study attempted to survey only basic or general consumer education courses available to college students. There are a number of specialized courses for teachers, and courses dealing with a single aspect of consumer education such as food, clothing, or textiles which are not included in this study.

Following are some of the findings of the study together with a discussion of their possible implications for future developments and improved practices.

A preliminary survey blank sent to all colleges and universities listed in the Education Directory of the U. S. Office of Education (1952) revealed approximately five hundred general consumer courses being offered at the college level. This represents only about one-third of the institutions of higher learning, the courses being of-

fered in 46 of the 48 states. The parts of the country offering the largest number of consumer courses were found to be the central and northeastern states.

Consumer courses are most frequently offered by departments of home economics and economics which together offer about 60 per cent of the courses included in this study. Departments of business offer about 15 per cent of the courses. The practice of offering consumer courses by two or more departments jointly was reported in a few cases. This suggests the offering of a course from different viewpoints and the availability of the course to more students.

The length of time general consumer courses have been offered ranges from less than one year to some dating back to 1928. It was believed significant that over 60 per cent of the courses are not more than ten years old, this being a possible indication of the growing interest in consumer education in our colleges and universities. With new courses and new developments there are frequently many problems requiring investigation.

About two-thirds of general consumer courses appear to be open to all students in college without any restriction as to enrollment. Some of the common restrictions relate to class standing of the student, majors or minors in particular departments, and prerequisite courses. The commonest prerequisite for 26 per cent of the courses is a course, and sometimes two, in beginning economics. Other courses which are prerequisites in a few cases are: marketing, sociology, statistics, and home economics.

Consumer courses were found to be offered most commonly once a year, a few of them are offered three or four times a year, and a number of them once every two years. Courses offered several times a year appear to be available to the largest number of students; since, otherwise, scheduling difficulties may prevent some individuals from taking the course.

The average size of general consumer classes appears to be between twenty and twenty-five. The trends in class size most commonly reported are remaining constant or increasing slightly in spite of the over-all decreases in the enrollment in colleges. This is a possible sign of increasing interest in consumer courses but other factors may influence changing enrollment patterns, such as imposed limits on class sizes.

Objectives of Consumer Education

It was reported that instructors are most frequently the individuals responsible for determination of consumer course objectives — in 48 per cent of the courses studied; and that in 38 per cent of the courses they are the result of cooperative effort of instructor and students. The latter method appears desirable but the amount of student participation in this activity is not known.

The bases used for determination of consumer course objectives, as reported by 86 per cent of the educators, are students' needs and interests, or a combination of students' needs and expert opinion. The basis of textbook content, which was reported by a few instructors, is not believed to be adequate when used as the only basis for determination of objectives.

The most frequently used methods of ascertaining students' needs, as a basis of planning the content of the consumer course, are discussion with class and synthesis of existing studies of needs. The method of determining needs by instructor's opinions, reported in a few cases, appears to have some serious limitations. Conferences with students, when combined with group discussions, provide a practical way of determining needs of both the individual and the group. Some of the other methods of determining needs which are used in a few courses are:

- Making surveys among student population,
- Reading general literature on needs of students,
- Consideration of content of other courses,
- Consideration of vocational requirements,
- Anticipation of students' future needs.

Objectives in about 78 per cent of the courses are reported to be reexamined each time the courses are offered or taught. A number of educators examine their course objectives about once a year and a few less frequently. One instructor indicated that his objectives remain fairly constant from year to year and another stated that he examines and possibly changes objectives while a course is in progress. Most of the above reports indicate fairly sound practices in regard to keeping objectives up-to-date and adjusting them to particular student groups.

The types of learning most emphasized in consumer course objectives are understandings, attitudes, and appreciations. These appear to be suitable in the development of consumer competencies. There is a limited emphasis upon the problem-solving type of learning. It is believed that a somewhat greater use of this type of learning activity would be beneficial.

The ranking of general objectives of consumer education by instructors reveals that the most important objectives are related to intelligent choice-making, the

consumer's position and responsibility in society, and wise money management. The order of importance of these objectives agrees with the general literature and findings of other research. The objective related to care and use of goods and services is rated of least importance among the six general objectives, possibly because this objective is covered in other courses in home economics or industrial education. Other objectives ranked fourth and fifth respectively are: developing efficiency in buying goods and services, and understanding of general economic theory.

Another group of instructors expressed their agreement or disagreement regarding certain statements of criteria related to consumer course objectives. These opinions were substantially in agreement with the practices reported above. Two of the statements with which instructors strongly or mildly agreed are as follows:

The more remote future needs of students should be dealt with in the more advanced consumer courses.

The consumer course can be used to develop problem-solving ability in students for dealing with personal and social problems of contemporary life.

Opinions of educators indicated that the content of consumer textbooks is not the best basis for developing objectives of a course. They were somewhat divided in their opinions as to whether objectives should emphasize general principles of consumption or practical problems; but a number of educators agreed with a statement to the effect that equal emphasis should be given to the practical problems of buying and the theoretical topics.

Textbooks are used in the teaching of about 75 per cent of general consumer courses studied. A number of new texts have recently been published; however, several educators feel that one of the weaknesses of the present course is the lack of an adequate text. The use of a basic text is not objectionable if it is supplemented by the use of other materials, as reported by many consumer teachers. However, the investigator recommends that no text be used in the course in order that formal classroom methods will tend to be replaced by varied activities. It is suggested that a considerable number of reference books be available and much supplementary material.

Students appear to be most interested in topics related to frauds and schemes, insurance, and general buying techniques. The practical information in various units has a great deal of appeal for students; however, the enthusiasm which the instructor shows for particular topics and his method of presenting them also affects their popularity with students.

The most frequently reported types of content organization of consumer courses are around a combination of general problems of consumers and specific commodities—used with 40 per cent of the courses; and around general consumer problems—used with 38 per cent of the

courses. An organization around broad economic concepts such as income is used with 10 per cent of the courses, which are possibly quite theoretical in nature. Still another type of content organization reported is around basic areas of living such as food, housing, and medical care.

Types of teaching-learning activities most frequently employed in consumer courses are class discussions, lectures, and oral reports. Many other types of activities are frequently assigned. Some of these involve visual aids, reports, research and investigation, visiting speakers, field trips, and displays and exhibits. Varied activities have the advantage of providing for interests and needs of different students. The size and resources of the local community limit to some extent the activities in which a class may engage. There may be a limited number of possibilities for field trips or resource people with special knowledge on various consumer topics.

Insurance salesmen, retail store managers, and bankers are most frequently used as visiting speakers in consumer classes. Field trips are most frequently made to retail stores, factories, meat packing plants, and consumer cooperatives. Some of the other places visited on field trips are shown in Table 1. About 60 per cent of educators indicated that their consumer classes engage in field trips.

TABLE 1. FIELD TRIPS FREQUENTLY MADE BY CONSUMER CLASSES

Organization visited	Number of Courses	Per cent of Total (130)
Retail store	55	42
Factory to see how a product is made	27	21
Meat packing plant	18	14
Consumer cooperative	14	11
Federal Reserve Bank	9	7
Dairy	7	5
Cannery	4	3
Food locker plant	2	2
Investment banks	2	2
Bakery	2	2
Housing project	2	2
Other organizations: (farmers' market, grain mills, bottling works, radio station, Food and Drug Administration)	9	7
Other courses for which no field trips were reported	52	40

Tests and experiments on products are occasionally used in about one-third of the general consumer courses studied. Such experiments are sometimes performed in other more specialized courses in departments having the necessary laboratory facilities. The activity of this type most frequently reported is the comparing and rating

for quality of different brands of canned goods such as peas, corn, or beans. Some other types of tests and experiments performed by students follow:

Testing for color fastness of fabrics

Testing cleansing power of soap and soap powders

Testing nut crackers, can openers, measuring devices.

The three most frequently used methods of evaluation in general consumer courses are: essay type written examinations; objective type written examinations; and a combination of both. The last method seems desirable for evaluating different types of learning. The setting up of practical problems for students appears to have considerable validity in checking the development of consumer competencies. Methods need to be devised for determining when the important, long-term objectives of consumer education have been achieved. This might involve "before and after" techniques and might not be done during the time that the course is in progress.

While general consumer courses are now offered in about one-third of the institutions of higher learning, it appears that interest in this area is growing and there may be more colleges offering such courses in the future.

Although many consumer educators feel that basic courses should be available to all students, there are numerous factors which limit the opportunity of students to take the course such as scheduling difficulties, prerequisite courses, class standing of students, and particular majors or minors.

Consumer educators appear to be aware of the importance of developing sound objectives for their courses and they employ adequate techniques for the adjusting of these objectives to meet changing conditions. There is a fairly general agreement that students' needs and interests should be the proper bases for the determination of consumer course objectives but the ways in which those needs and interests are identified vary a great deal in different courses. The method of determining needs by discussion with the class and a synthesis of existing studies of needs appears to be quite helpful.

Intelligent choice-making was rated as the most important general objective by consumer educators. This agrees with recommendations in the general literature and findings of other research.

Textbooks are used in most consumer courses supplemented by numerous other materials. A great many types of activities are utilized in the course which involve considerable participation and planning on the part of individual students. Such experiences often result in different types of learning taking place in the class at the same time; and usually more learning will result when students take an active part in classroom activities than when they play a relatively passive role.

You Have Been Chosen to Teach Basic Business

There are numerous challenging situations which arise for the teacher of basic business.

By LLOYD E. BEVANS and
M. BERNADINE BELL
California State Department of Education
Sacramento, California

TEACHERS of basic or general business are chosen to teach this course because they have proved themselves to be excellent teachers in terms of knowing how to teach, and knowing the subject which they are teaching. In addition to being excellent teachers, these persons are keenly aware of at least six important factors which relate to the successful teaching of basic business. These factors are:

1. The importance of business in an economy which is basic to democracy.
2. The importance of each student understanding the business life of his community.
3. How business contributes to the continuous development of a community.
4. The impact upon persons caused by the changing business world.
5. The need to acquaint young persons with the world of work.
6. The inter-relationship which exists between business, the economy, and democracy.

Teachers who are chosen to teach basic business meet many problems that must be solved in order to provide instruction which helps students to understand business, and the importance of business in the community, state, nation, and world. There are numerous challenging situations which arise and great satisfactions to be gained through working with young adolescents who are striving to attain growth in business and economic understandings.

School systems generally have the resources needed to carry on a study of the business life in a community. Interest is the essential resource, aside from the school itself and the community.

A teacher may depend upon young adolescents being interested in broadening and deepening their understandings of business. They want to know why certain business practices have become established in use. They want to know about specialized services in business, such as banking, retail selling, trade and professional services. They want to know which of the local businesses have positions which might offer opportunity to them for work in the business world.

A teacher, too, needs to be interested. To teach successfully, a teacher should be interested in young people, understand which business principles and practices are useful to young people, and be acquainted with the re-

sources of the community in which the teaching is to be done. He should be skillful in directing the interest of students to activities from which each will benefit most.

If the services of consultants in business education are available from the district or county schools office, in addition to the services of a general consultant, the teacher and students will benefit from using the resources which these persons can make available. The consultants may be asked to serve as a resource committee to meet regularly during the study to offer guidance to teachers and students.

Acquaintance with certain organized groups, such as the Chamber of Commerce or Merchants Association, will also give a teacher leads to community resources which might otherwise be overlooked.

Topics for Consideration

Through discussion of carefully selected topics a teacher can interest young people in the business life of a community. Most rural students are interested in the business connected with the growing and marketing of animals, poultry, or crops since these are likely to be within their experience. In a rural setting, young people grow in understanding of business when they have opportunity to participate in activities centered around the raising of animals, poultry, or produce for trade. These experiences provide a common reference or medium by which a teacher can develop with understanding by students of many basic business principles and practices.

Every American citizen participates in the economy of his community. Each individual's "work day world" demands either the reading, the handling, the signing, or the filling out of forms which are used in business. Whether he puts money in the bank or takes it out, whether he travels, buys tickets and signs baggage receipts or stays at home, pays the grocer, buys stamps or subscribes to a magazine, he is joining hands with business. Perhaps he owns or manages a business, keeps accounts, and tends to the numerous details involved in a business or only signs a check for employment, which he must use to cover the countless necessities of today. Some persons may have money to invest in stock while others initiate a loan in order to make a down payment on an automobile. Each individual is a partner in the biggest business of all—the operation of the United States government. The extent of one's participation in

the business operations of the government is determined by one's occupation. In any event, all persons are involved in the operation of government business and should be adequately informed.

Initiating a Unit of Study

A study of the business operation of the national government is one of the many logical topics which provides an interesting unit for beginning a study of business in a community. Persons are employed by the national government in Washington, D. C. and in each state government. With this information as a base, consideration may be given to the procedures used by the government in collecting and disbursing money. A bulletin board devoted to government might include pictures of federal headquarters and persons in charge of different offices, also some common and important forms used by citizens—the income tax returns and employment applications might be illustrated. The caption might be *Government Is Big Business*. The study of taxes might begin with the consideration of the importance of taxes to education; e.g., how does the community finance public schools? Do other governmental agencies assist in financing public education? How?

When teachers of basic business become enthusiastic about the development of original or timely units of study, they find that there are many topics related to business which serve and fulfill certain needs of students, a study of insurance, credit and all its implications, profit and risk bearing.

In a small community in California, consultants from the office of the county superintendent of schools and the State Department of Education met to consider ways in which a basic business study could be undertaken in certain schools in that county. As an outcome of the meeting, the group met at a later date with the principals and teachers from certain schools of the county. The principals and teachers were interested in initiating a study of business in their respective communities. The objectives of such a study were reviewed and the teachers at the schools said that they would keep a record of the resource materials and methods used to study business in their respective communities. Records were considered to be important in order that when the study was completed, the materials could be made available for use by other schools in the county.

At the completion of the study there was so much enthusiasm on the part of students, teachers, administrators, parents, and businessmen that it was felt that a study of business in the community should be a continuing part of the curriculum. Although all of the outcomes cannot be evaluated at this time some of the valuable outcomes were extremely apparent such as the opportunity for guidance in terms of social, intellectual, and

mental growth of the students. Such community studies can become very effective for helping students to become more proficient in simple skills such as arithmetic, writing, typewriting, and record keeping.

The students made study trips to various businesses. Persons engaged in business management were invited to meet with the students and teachers in the classrooms. Study trips for students have been used as a medium for learning about the business life of communities for many years. However, the values of school trips for business people are equally valuable because they provide additional opportunities for business men and women and parents to become better acquainted with what the schools are doing. Thus the importance of the business community to the school, and of the school to the community, as well as the desirable working relationships which should exist between schools and communities are highlighted.

Attributes of Teachers Who Are Chosen To Teach Basic Business

Teachers of basic business tend to relate beginning units of instruction to their personal experiences in business occupations. One who has been employed by a bank is likely to introduce the subject of banking services and functions, while a teacher who has been an employee of a Chamber of Commerce is more familiar with some topic that concerns a business survey. The understandings of business which are gained through business employment are invaluable to the teacher of basic business.

Teachers of basic business know that their personal business experiences, their interest in the business life of the community, and their relationship with individuals and groups within the community provide background information which helps them to teach many or all units of instruction included in the basic business course.

Teachers of basic business are interested in the achievement of increasingly effective human relationships, both for themselves and for the students in their classes. The community becomes a part of the classroom because the business community is studied and business persons participate in the instructional program. They work together.

Teachers of basic business use their communities for laboratories. Much that education encompasses—skills, knowledges, understandings, habits, attitudes and values, is learned or strengthened in a positive way, through a study of business in a community.

Teachers of basic business know that the content of the basic business course changes each year because business conditions, communities, and students differ.

Basic business provides opportunity for educational growth for students and teachers.

"Only a teacher who is qualified should be certified to teach basic business."

A Five-Year Statewide Basic Business Program

From the doghouse in 1948, basic business advanced to the spotlight in 1953.

By RAY G. PRICE
University of Minnesota
Minneapolis, Minnesota

FIVE years ago a small committee of business teachers in Minnesota met with the state supervisor of business education to discuss the status and future of basic business. The picture was not bright. In fact some members felt the situation was hopeless in the light of so many undesirable practices—inadequately prepared teachers, lack of administrative support, poor facilities in the classrooms, and general lethargy on the part of business teachers regarding the entire field of basic business.

However, a number of important decisions were made on that historic day in 1948. Unwilling to give up without at least a struggle, the committee determined to give their full attention to improving the situation. They recognized that the first and most important need was help for teachers and administrators. The second need was the improved preparation of teachers, and the third better facilities. Well, five years have elapsed since then, and although we're still some distance from our goal, the picture has taken on a rosier hue.

A New Concept of Basic Business

From the general committee working on the revision of the entire business education curriculum, a subcommittee was appointed to concentrate on basic business. Composed of business teachers and administrators, this committee worked many long hours on a proposed program of basic business for Minnesota schools.

Their first important undertaking was to find out from the youth of the state how they would change the then current non-vocational course offerings. A number of schools were selected to get an expression of opinion regarding the problems, interests, and suggestions of boys and girls. The results were very illuminating—existing junior business subjects were missing the mark by a wide margin. These youngsters were concerned with rather different problems than those being presented.

During the school year 1948-49, Heimerl¹ analyzed the status of ninth-grade general business. Among other things he found a very definite conflict between the teachers' stated major objective of emphasizing general

understandings and their classroom procedure of devoting most of the attention to fundamental skills and topics of a clerical nature.

After an analysis had been made of all the criticisms, suggestions, and comments, the basic business subcommittee made their recommendations to the larger curriculum committee. The final culmination of the work of the basic business subcommittee is contained in a curriculum bulletin published by the State Department of Education.²

Aims for everyday business living were stated in terms of behavior of the educated person as follows:

1. Sets goals, both immediate and long term, to guide him in the use of his human and natural resources and works toward realizing those goals.
2. Selects, purchases, and uses goods and services wisely.
3. Manages his money and credit effectively.
4. Keeps accurate, useful financial records.
5. Uses his influence to have the public money obtained and spent wisely.
6. Evaluates our economic system and proposals for its improvement as they affect consumers, producers, and distributors.
7. Appreciates the importance and dignity of all types of work.
8. Selects, with adequate consideration of employment needs and trends in the areas in which he may be employed, an occupation appropriate for his own abilities and interests.
9. Conducts his own business affairs satisfactorily.

This report helped to accomplish the first recognized need—aid for teachers and administrators. It gave a direction to curriculum planning with respect to the new philosophy regarding business education. In fact the committee suggested that in those schools "organized on aspects of living, rather than on subject matter, business education for everyday living will be included in the core of common learnings in which all students will participate." Some twenty experiences were suggested as being needed by all youth to carry on their personal business activities effectively. These were stated as follows:³

¹Heimerl, Ramon P. *The Status of Ninth Grade Business in Minnesota Public Schools*. Master's Thesis. University of Minnesota, 1949. (Unpublished)

²*A Guide for Instruction in Business Education*. Minnesota State Department of Education. Bulletin No. 9. St. Paul: the Department.

³*Ibid.*, p. 17-18.

Planning the use of income to yield the greatest satisfactions; buying and using clothing, food, and other goods and services wisely; buying and/or renting housing facilities; buying appropriate insurance; evaluating advertising; handling money and checks; using the services of a bank; saving and investing small sums of money; using credit wisely; avoiding legal difficulties; computing and paying taxes; keeping financial records; using the telephone and other facilities for sending and receiving messages; using facilities for transporting goods; using travel facilities; writing effective business letters; getting business information from newspapers, magazines, and reference books; finding out how the public money can be obtained and spent wisely; evaluating our economic system and proposals for its improvement as they affect producers, distributors, and consumers; selecting an occupation.

In 1951 a second step was taken to give even more assistance to administrators and business teachers. A Manual of Standards was published in response to requests for more specific suggestions as a guide for making desired changes. An important suggestion pertaining to basic business was that:

Curricula in most Minnesota schools are still organized around subject matter areas. . . . As a basis for any pattern of business curriculum it is desirable that two courses be offered. The first, Basic Business for Everyday Living, may be given at either the ninth- or tenth-year level. The second, Consumer Business Education, may be offered in the eleventh or twelfth year. Schools offering these two courses need no longer offer separate courses such as economic geography, personal record-keeping, business law, business organization and management, business principles, general business, junior business training, and business relations and occupations. The content of these many separate courses can be absorbed into two courses.⁴

This recommendation recognized the practical aspects of curriculum changes in Minnesota secondary schools.

The Manual of Standards gave additional attention to course descriptions and equipment needs. It provided more detailed suggestions for putting into practice the broad concepts introduced in Bulletin No. 9.

In 1951, Oscar Brudevold of Waseca High School developed a series of ten instructional units for the ninth- and tenth-grade basic business course and ten units for the eleventh- and twelfth-grade consumer business course. Each unit presentation contained: an overview; objectives; content; activities; films and filmstrips; and books and pamphlets. These units along with recommended teaching methods were made available to the basic business teachers of the state.⁵ The bulletin suggests that the following conditions prevail in the classroom of an effective basic business teacher:

1. Students share in determining content and activities.
2. Student committees are used effectively.
3. Attractive and efficient classroom arrangement.
4. A variety of methods is used.
5. Students have access to many reference materials.
6. The teacher is acquainted in the community.

The ten units developed in the teachers bulletin for the ninth- and tenth-grade basic business course include the following areas: operation of business; your financial problems; buying consumer goods; buying business services; sharing our risks; how we transport our goods; how we travel; how we communicate; knowing your community; a look at your future.

For the eleventh- and twelfth-grade course, consumer business education, the following ten units are presented: your future; your personal finances; your insurance protection; your personal investments; your economic problems; your buying problems; your contracts with others; your protection as consumers; your democratic business and government services; your community.

It was not intended in the publication of the bulletin on organizing and developing non-skill business education courses that the twenty instructional units outlined were all inclusive. But rather they served as a basis or model for further improving the teaching of this important phase of business education.

Teacher Preparation

The second problem recognized by the committee of 1948 was the need for improved preparation of basic business teachers. Although adequately trained in the areas of typewriting, shorthand, bookkeeping, and distributive education, teachers were uncertain of themselves in the area of basic business, and, therefore, had little enthusiasm for this non-vocational phase of business education.

From its inception, the business teacher education program at the University of Minnesota included a strong basic business emphasis. In addition to well rounded requirements in subject matter, all undergraduates are required to have a basic business methods course. Today many business teachers graduate eagerly anticipating an opportunity to teach basic business.

During the summers of 1949 through 1953, the University together with the Upper Mid-West Council for Economic Education sponsored a series of workshops. A large number of the business teachers in the state took advantage of the opportunity to participate in these workshops where they were able to develop materials for use in basic business classes.

In 1952, A. Donald Beattie, state supervisor of Business Education, made a study of the personnel responsible for teaching basic business subjects in the public

⁴Minnesota State Department of Education. *Manual of Standards for All Public Schools*. Revised Edition. References to Business Education. St. Paul, Minnesota: the Department, 1951.

⁵Minnesota State Department of Education. *Suggestions for Organizing and Developing Courses in: 1. Basic Business Education; 2. Consumer Business Education*. St. Paul: the Department.

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schools of the state. One of the revelations of this study was the fact that 272 non-business teachers were teaching basic business subjects in the secondary schools of the state of Minnesota.

A sub-committee was appointed in 1952 by Floyd Adams, state director of Certification, to make a study of the certification of business teachers. Among the recommendations made by this committee were two that especially pertain to basic business. One was aimed at improving the situation represented in Table 1. This recommendation stated that: "A teacher must be properly prepared to teach *basic business* subjects; that is, he should be a regular business teacher or one with a minor in basic business." In other words, only a teacher who is qualified should be certified to teach basic business. Secondly the committee recognized the problem involved because of the shortage of business teachers and therefore recommended that: "A teaching minor be established in the field of basic business that includes not only content subjects but in addition methods and/or student teaching in basic business." Neither of these recommendations has been acted upon as yet but they are being studied by the State Advisory Committee on Teacher Certification.

TABLE I. PREPARATION OF NON-BUSINESS TEACHERS OF
BASIC BUSINESS

Preparation	Number
Social Studies	93
Administrators	30
Mathematics	25
Physical Education	19
English	19
Music	17
Science	15
Industrial Arts	6
Home Economics	5
Vocational Coordinators	3
Combination of two or more non-business subjects	40
Total	272

What Is in the Future?

Still to be tackled in the development of an improved program of basic business is the problem of equipment and facilities.

Minnesota is justly proud of the progress it has made in the area of basic business education in the last five years. The attitude of both administrators and teachers toward the "new look" in basic business is most gratifying. The State Department reports considerable interest on the part of principals and superintendents regarding the great advances and improvements that have taken place.

From the "doghouse" in 1948, basic business advanced to the spotlight in 1953 when at the convention of the Minnesota Business Education Association a resolution was unanimously approved supporting efforts toward continuance of the new basic business program in Minnesota schools.

The Southern News Exchange

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SBEA OUTLINES YEAR'S GOALS

A MESSAGE FROM THE SBEA PRESIDENT. It was with humility that I accepted the presidency of the Southern Business Education Association. During the past thirty-two years this association has been a moving force for the improvement of education in its twelve member states. The SBEA has lead the way as a regional association in promoting unification of associations. The history of our association from its very beginning represents intelligent, farsighted, progressive, and cooperative action for the betterment of business education on all levels and in all types of institutions.

History is not made by acts and deeds alone, but by these given force by enthusiastic members and capable leaders. The SBEA has never been wanting in its membership. What it may have ever lacked in numbers has always been offset by the high quality of its membership. No association has enjoyed any higher type of leadership than has the Southern Business Education Association. Its leaders over the years have been steadfast in their loyalty, and it is through their continued leadership that the Association can look forward to a future that does justice to a noble past.

The current year gives every promise of being an outstanding one. Your association's Executive Board, with the help of all members, hopes to accomplish the following:

1. A membership of 2400.
2. Development of a plan to promote the availability of increased supervisory services in each state.
3. Increased services to members through cooperative action of all regional associations.
4. Development of a publicity program for members, the association, and business education in general, through the use of local newspapers.
5. A most outstanding convention in Little Rock next November 25-27, attended by at least one-third of the membership.

Work is well underway toward the realization of these goals in 1954. Future issue of the *Southern News Exchange* will keep you up to date on what's ahead for SBEA.—FRANK M. HERNDON, *President*.

FROM THE GULF TO THE BLUE RIDGE

Virginia . . . Willard G. Leeper has been appointed to the business education staff at Longwood College. A former teacher at Lewisburg College, North Carolina, Mr. Leeper returned to the teaching profession from business. . . . R. C. Hayden, Coordinator of In-Service Teacher Education at Madison College, is chairman of the committee planning the in-service clinic for that school on February 12-13. . . . S. J. Turille, Madison College, attended the Federal Reserve Bank Central Banking Seminar in Richmond. . . . Thomas Hart and Dreury Cargill have joined the staff of the School of Business Administration at Richmond Professional Institute. . . . Ithena Sampson of Richmond Professional Institute will accompany a group of FBLA members to the state convention in Roanoke

on March 26-27. Miss Sampson, co-sponsor of the chapter, will also accompany a group of FBLA members for a week-long business and social trip to New York City in April. . . . Ken Zimmer, Richmond Professional Institute, served as chairman of a panel at the Chicago meeting of the National Association of Business Teacher-Training Institutions. . . . Louise Moses, president of the Virginia Business Education Association, is in New York for study as a Ford Fellow. Miss Moses is on a leave of absence from Granby High School in Norfolk. . . . Lorene Purcell Cone of Salem is also in New York City on a Ford Fellowship.

Florida . . . Calvin C. Miller has joined the staff at The Florida State University, Tallahassee. He formerly taught at Hershey (Pennsylvania) Industrial School for Boys. . . . Dorothy Binger is a new staff member at the Florida High School (Demonstration School) in Tallahassee. . . . J. Frank Dame now gives full time to his duties as head of the Department of Business Education at the Florida State University. Charles A. Rovetta is dean of the School of Business at the same university. . . . John H. Moorman, University of Florida, attended the NABTTI convention in Chicago. . . . Howard Abel of Orange City is now stationed at the Naval Training Center, Great Lakes, Illinois.

North Carolina . . . Mae Walker, formerly of Huntington, Indiana, is now teaching at Catawba College in Salisbury. . . . Nelly Ellison, formerly of Meredith College, Raleigh, is now teaching at Appalachian State Teachers College in Boone. . . . Jack W. Barnett is a new member of the faculty of Western Carolina Teachers College at Cullowhee.

Mississippi . . . Thomas B. Martin returned to his desk this year as head of the Department of Business Education at Delta State Teachers College, Cleveland, with an EdD degree from Indiana University. . . . Frank M. Herndon also returned to his position at the University of Mississippi this fall with an EdD degree from Northwestern University.

Georgia . . . More than twenty-four Georgians registered at the Dinkler Tutwilder Hotel in Birmingham for the 1953 annual SBEA convention. . . . Parker Liles, Atlanta; Cameron Bremseth, Collegeboro, and Donald Fuller, Milledgeville, participated on panels at the Chicago meeting of UBEA Divisions.

Louisiana . . . Richard D. Clanton, formerly of Bolton High School, Alexandria, has been named Assistant Louisiana State Supervisor of Business Education with special duties as state executive secretary of FBLA. This appointment came as a result of growth in business education by efforts of all who are vitally interested in business education and FBLA in Louisiana. . . . Gladys Peck, State Supervisor of Business Education, will be the main speaker at the spring meeting of the Florida Business Education Association in Miami. . . . R. Norval Garrett, Southeastern Louisiana University; and Marie Louise Franques, Southwestern Louisiana Institute, participated on panels at the Chicago meeting of UBEA Divisions.

ANNUAL CONVENTION



THESE WERE THERE . . .

■ Among the highlights of the Birmingham convention was the annual banquet. Above, left: J. Wayne Drash, President Arthur L. Walker, D. D. Lessenberry, Mrs. Walker, Bernard Shilt, Mrs. Shilt, Frazer Banks, Mrs. Banks, and Harry Huffman. Lower table: Mary Crump, Ellen F. Walker, Mrs. Woodward, Theodore Woodward, Hollis Guy, Mrs. Musselman, and Vernon A. Musselman. Above right: D. D. Lessenberry is shown with the National FBLA President Mary Bartram Robeson. Dr. Lessenberry was the banquet speaker and Miss Robeson shared the spotlight with Vernon A. Musselman at the fellowship dinner.

■ Breakfast and luncheon sessions at the convention provided an opportunity for special groups to discuss their problems, enjoy fellowship and Southern food. Left, top to bottom are:

FBLA state sponsors in the Southern Region with Gladys Peck, a member of the National Board of Trustees as chairman, discussed state activities and answered questions for the local sponsors and prospective sponsors at the FBLA Breakfast. Left to right: Rita Heape, Mary Vance, Gladys Peck, Glen Murphy, Marguerite Crumley, Richard Clanton, and Ethel Plock.

DELTA PI EPSILON's luncheon was presided over by Frank M. Herndon and the DPE president, Herbert A. Tonne, was the speaker. Sponsors of chapters shown to the left of Dr. Herndon are A. J. Lawrence, Herman G. Enterline, Vance T. Littlejohn, and Vernon A. Musselman.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, sponsored a breakfast with a number of graduates, guests, and students in attendance. Left to right: Marguerite Crumley, John McBeth, Ed Layman, Merle Medhurst, Rita Heape, Harry Huffman, Louise Moses, Hamden L. Forkner (Head, Department of Business Education), Mary Vance, James White, Alberta Frerichs, Ithena Sampson, Kenneth Zimmer, Harry Campbell, and Mrs. Campbell.

THE UNIVERSITY OF KENTUCKY breakfast attracted a large number of graduates and students. Shown in the photograph are Vernon Anderson, Ruth Thomas, Z. S. Dickerson, Jr., Lucile Grissom, Parker Liles, Mrs. Musselman, Vernon A. Musselman (Head, Department of Business Education), and Mary Marshall Beard.

THE GEORGE PEABODY COLLEGE breakfast was well attended by a number of graduates, students, and guests. Table in foreground: Margaret Liner, Gladys E. Johnson, Mildred Bradling, Frances LeMay, and Hallie Blair. Speaker's table: Eugenia Moseley, Hollis Guy, Theodore Woodward (Head, Department of Business Education), Mrs. Herndon, Frank M. Herndon, and Mrs. Woodward.

THE FLORIDA BREAKFAST brought together a group interested in sponsoring the 1955 convention of the Southern Business Education Association in St. Petersburg. Left table: John H. Moorman, James Baugher, Bessie Hiers, R. D. Cooper, J. Frank Dame, Ophelia Walzingham, Glen Murphy, and Calvin Miller. Right table: Dorothy Binger, Audrey Cawley, Joseph Young, and Berniece Overholtz.



ION OF SOUTHERN BUSINESS EDUCATORS

TO SBEA WE CAME

Many persons read the poem about the MPBEA convention which was composed by Hamden L. Forkner and was published in the fall issue of *The Mountain-Plains News Exchange*. SBEA members have not been forgotten by this illustrious and talented business education leader, founder of FBLA, and impromptu poet. Below is a copy of the poem which he scribbled on the back of a 1953 convention program.

Over the hills
And through the woods,
To SBEA we came,
To talk and chat
About this and that,
To listen to folks of fame.

We have heard of Edison,
We have heard of the Wrights,
We have heard how darkness
Was turned to light.
We have heard of the growth
Of this great South;
And we got the dope
From the horse's mouth.

We have talked about
The clerical skills;
We've met the folks
From Kentucky's hills.
We've heard of discipline
Of consequences;
We've talked about spelling;
We've talked about tenses.
We've raised the questions
Of what should be taught;
We've explored philosophies,
And trends, and thought.

We've discussed the importance
Of FBLA
We've resolved to build
For UBEA.
We've heard from our friend,
The business man;
We were all impressed
By our good friend, Dan.

We've talked about
The public press;
We've learned the meaning
Of business.
The pros and teachers,
And supervisors, too,
Have helped us see
What we should do
About the guys and gals
We try to teach
And the realistic goals
We try to reach.

And now that it's ended
And our energies expended,
We go again our various ways—
Over the hills
And through the woods—
To happier and brighter days.

Submitted by Gladys Peck

■ The newly elected officers were in the spotlight at the Inaugural Ball. Right, above: Seated are Second Vice-President Gladys E. Johnson, President Frank M. Herndon, and First Vice-President Vernon Musselman. Standing are Harry Huffman, Representative from Virginia, Arthur L. Walker (1953 president), Secretary Maxie Lee Work, and Treasurer Liston Fox.

■ Some members of the SBEA Executive Committee in action at the convention are shown in the photographs to the right. They are Vernon Musselman, Arthur L. Walker (president), Reed Davis, Kenneth Zimmer, Sara Zeagler, Ruby Baxter, Z. S. Dickerson, Jr., Gladys Peck, Theodore Woodward, Lois Frazier, Jean K. House, and Mary Crump.

Executive Committee members present but not shown in the photograph: Hollis Guy (ex-officio), Kenneth Dunlop, Lucille Branscomb, Gladys E. Johnson (proxy), Ernestine Melton, Della Rosenberg, Louise Moses (proxy), and Vernon Anderson.

■ The UBEA nominating committee members who are also presidents of state affiliated associations posed for the photographer following a session at the convention. Right, bottom: Sara Zeagler, Ida Mae Pieratt, Gladys E. Johnson, Louise Moses, Della Rosenberg, and Marie Louise Franques.

■ Below left to right: David Lacy, Herbert Griffin, Mary Bartram Roberson, Hamden L. Forkner, and Lloyd V. Douglas examine the latest issue of *The Louisiana Future Business Leader*. Theodore Woodward, Arthur L. Walker, Louise Moses, Mrs. Tucker, Woodie Tucker, Ethel Plock, and Thomas Hogancamp listen intently to the UBEA President at the opening session of the Representative Assembly.

■ UBEA sponsored the first in the series of its Regional Representative Assemblies prior to the SBEA convention. Below, left to right: Neda Tucker, Lucille Branscomb, Della Rosenberg, Audrey Cawley, Thomas Martin, Reed Davis, Lois Frazier, Marie Louise Franques, Ida Mae Pieratt, Johnnie Heath, Inez Frink, Evelyn Babb, and James Baugher.



A MESSAGE FROM THE REGIONAL MEMBERSHIP CHAIRMAN. The Southern Business Education Association tops all regional associations in the number of business teachers holding memberships in the Associations United. Alabama, Mississippi, and South Carolina have increased their memberships over last year. Mississippi, in particular, is an excellent example of what can be done when a state really gets down to work. All hats are off to Jean House of Mississippi for her untiring and professionally profitable work in almost doubling the memberships in that state during the past year. Louisiana has exceeded its goal by 28 members, but Gladys Peck will not be satisfied until every business education teacher in the state is reading the *BUSINESS EDUCATION FORUM* regularly.

As the regional membership chairman, I urge all membership chairmen in the South to really get out and work to build an even stronger association. It is my opinion that every friend who is enlisted in UBEA-SBEA will be forever grateful for the privilege of receiving the *FORUM* and for the opportunities for stimulating fellowship that goes with membership.

Teachers are often faced with the responsibility of selecting an appropriate gift for a business education friend. Nothing would be more appropriate and contribute more pleasure than a gift of membership in UBEA-SBEA. Try it, and at least once a month the recipient will be reminded of your thoughtfulness and consideration.—GLADYS PECK, *UBEA-SBEA Membership Chairman*.

We Salute. Harry Huffman, Virginia Polytechnic Institute, for his leadership in the National Association of Business Teacher-Training Institutions. Dr. Huffman presided over the convention of this organization in Chicago on February 13-15. . . . Gladys Peck, Louisiana State Supervisor of Business Education, Baton Rouge, Louisiana, for her leadership as president of the Administrators Division of UBEA. Miss Peck presided over the Administrators Division meeting which was held concurrently with sessions of other UBEA Divisions in Chicago. Both Dr. Huffman and Miss Peck attended the Executive Board meeting of the United Business Education Association which followed immediately the Chicago convention. . . . Mary Bartram Robeson of Culpeper High School,

Culpeper, Virginia, is the first girl to be elected national president of the Future Business Leaders of America. Miss Robeson made a wonderful talk on "What FBLA Can Do To Provide Leadership Opportunities for Young People in Business" at the Birmingham convention of SBEA. It was an inspiration to see and hear a young lady with so much poise. . . . Arthur L. Walker, State Department of Education, Richmond, Virginia, and president of the SBEA, for the splendid 1953 convention. Mr. Walker was assisted by a number of persons including members of the Executive Committee and teachers from the Birmingham schools.

ON BEING PROFESSIONAL. The statement, "Humanity is always made up of more dead than living,"¹ could be applied to the teaching profession with the word "Teaching" substituted for "Humanity." Too many of those of us who are in teaching are dead professionally. We do not take an active interest in our professional organizations. Some of us are like a certain woman who, after being a member of a certain church for many years, said she sure liked the church because in the years she had belonged it had cost her only twenty-five cents. Many of us are willing to share in the fruits of an organization's labor but are not willing to do the work.

UBEA and SBEA are doing much to further business education as a profession. A business teacher is missing much if he does not affiliate with these two great associations. Many good things can be accomplished by group action that individuals cannot do. Association and exchange of ideas take place through attendance at group meetings.

One keeps up with the trends in business education by active participation in professional groups. There may be "nothing new under the sun," but we need to find the new that is often hidden from us as individuals. A word of caution, though—do not join an organization just to be joining. If you join, participate. Be an active member.

Teaching, as a profession, will advance in direct proportion to the interest and the part that the teachers take in their professional organizations.—CLOYD P. ARMBRISTER, *Concord College, Athens, West Virginia*.

¹Philo M. Bvek, Jr., *An Anthology of World Literature*. New York: The Macmillan Company, 1951. p.1.

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UNITED SERVICES

SHORTHAND

DOROTHY H. VEON, Editor
MINA M. JOHNSON, Associate Editor

TRANSCRIPTION FROM STENOGRAPH (STENOTYPE) NOTES: SOME SIGNIFI- CANT POINTS AND COMMENTS

*Contributed by Eve Adams, Chicago College of Com-
merce, and Dan Garamoni, Sullivan Reporting Com-
pany, Chicago, Illinois*

EDITOR'S NOTE: The first part of this article was published in the February issue of BUSINESS EDUCATION FORUM. The accompanying photograph was supplied by Stenographic Machines Incorporated.

Transcribing for the Reporter

The man or woman who uses machine shorthand to take verbatim reports of court, hearing, convention, or conference proceedings must be as expert in transcribing his notes into typewritten copy as he is in taking them—at high rates of speed. The finished product or transcript is the reporter's merchandise and service. Without the ability to turn out quickly, a neat, accurate, and correct transcript, a reporter cannot be successful no matter how speedily or accurately he may be able to write the machine notes.

What is involved in the process of transcription, with particular reference to Stenograph reporting? Just exactly what does the transcriber do as he reads his notes?

Briefly, he translates the Stenograph note patterns he is reading into typewritten words. If he is to be a good transcriber, an accurate transcriber, a fast transcriber, he must be a good typist, an accurate typist, a fast typist. The electric typewriter is a great boon to the reporter. The speed and labor-saving advantages are appreciable, when you realize that a competent reporter will transcribe from sixty to one hundred pages a day, depending upon the type of material.

Fundamentally speaking, a reporter whether taking notes or transcribing them is concerned with ideas. He uses the necessary machines—the Stenograph and the typewriter—but the less conscious he is of them as instruments, the better reporter he will be.

Easy Readability Important

The easy readability of Stenograph notes is extremely important to the successful reporter because, for fast and accurate transcription, he must read well ahead of the word he is actually typewriting.

United Services is a continuous department of the BUSINESS EDUCATION (UBEA) FORUM. Members are urged to share their experiences with our readers. The most acceptable lengths for articles are one thousand or one thousand five hundred words. Manuscripts should be mailed to the editor or associate editor of the appropriate service.



THE STENOGRAPH . . . A machine shorthand operator is shown in the process of transcribing the notes.

Just as a fast newspaper reader takes in groups of words rather than one word at a time, so the Stenograph transcriber reads phrases or even short sentences at a glance. The financial reward of the reporter is in exact proportion to the amount of transcript he produces. The faster he is able to transcribe, the higher his rate of pay. The faster he can scan his notes and translate his Stenograph patterns into typewritten words, sentences, and paragraphs, the bigger his reward.

Reading Ahead

Of course a necessary condition to such profitable production is accuracy. No matter how many reams of transcript a reporter may turn out, it is worse than worthless if inaccurate, and this is another reason for reading ahead.

For instance, no matter how expert the reporter or how fine a speaker he is reporting, one will, at times, fail to hear or the other will fail to speak distinctly. In order that the reporter does not carry either his own or the speaker's mistake into his transcript, he must read far enough ahead in his notes to assure proper sentence structure, correct punctuation, grammar, and paragraphing. Here it may be said that, while poor grammar is never corrected in the case of a witness under oath, for fear that the meaning of the testimony might be

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changed in a way that could give a false impression, such a high degree of verbatim fidelity is not so strictly adhered to when faulty speech of attorneys, judges, and—more particularly—public speakers is transcribed.

Just one more example of the need for reading ahead is obvious when one considers that many English words which sound the same when spoken are spelled differently and have very different meanings. Since the reporter writes phonetically—that is, by sound—he must, when transcribing, determine the spelling of a word by the way it is used in a sentence or, in other words, by its context. Thus, the farther the reporter reads ahead in the transcribing of his notes, the less likely he is to mistake “their” for “there” or “see” for “sea,” to mention only two examples.

Machines Are Automatic

When the machine writer has reached a degree of attainment which allows him to begin reporting (200-225 words a minute), he presumably has mastered the use of the machine. He no longer concentrates on putting his fingers on certain keys, as often seemed necessary when he was learning. Now his fingers take their positions on the right keys in instant response to the sounds he hears

from the speaker's lips. In other words, writing on the Stenograph must have become second nature to him, so to speak, so that his primary attention can be on the speaker and on what he says. The emphasis must be on the sounds and ideas, rather than on the process of using the machine.

This is, on the transcribing side, equally true of the typewriter. The successful transcriber is one who has become proficient on the typewriter to the point where he thinks mainly of what he is typewriting and has to give very little conscious attention to his use of the typewriter as a machine. This is particularly true of transcribing as distinguished from writing from copy, since the sounds represented by the notes must be translated into words on the typewritten page. This is more appreciable when one remembers the reading-ahead technique. The typewriter keys are being impressed while the transcriber's attention is focused on other words somewhat ahead on the tape.

Here it should be emphasized that this typewriting is a continuous process which must not stop, generally, while the reading is being done. It is not a matter of writing, stopping, reading ahead; and again writing, stopping, reading ahead. It is rather a matter of constant reading, constant typewriting with the typewriting trailing far enough behind to allow the transcriber to avoid mistakes.

Automatic Note Holder

Some reporters use an automatic or electric note holder when transcribing notes. Such a device moves the notes along continuously, with a foot pedal for necessary control. The hands never need be removed from the typewriter, and the continuously moving notes speed up the transcribing process. In fact, one reporter recently remarked that it had increased her transcription output as much as four pages an hour.

Professional Note Transcribers

Another time-saving method used by some Stenograph reporters involves turning the notes over to trained note readers for transcription. Note readers for reporters are highly experienced typists who have been taught to read Stenograph notes and are well-versed in the terminology of the court or hearing room and in the proper transcript forms. This delegation of transcription enables the reporter to handle a tremendous volume of work.

The interchangeability of the notes for transcription is particularly valuable in what are known as “immediate copy” or “daily copy” assignments. The sessions of the 1952 National Democratic Convention, for example, were handled by one reporter. Her notes were torn off at intervals and carried by messenger to other Stenograph reporters and transcribers “behind the scenes” for immediate transcription. At the conclusion of any

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CALLING ALL SHORTHAND TEACHERS

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JOINT COMMITTEE OF
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WHAT WE KNOW ABOUT TYPEWRITING —FROM RESEARCH

Contributed by Sub-committee, Joint Committee on Coordination and Integration of Research in Business Education

THE BUSY classroom teacher does not have the time or the opportunity to make a comprehensive analysis of professional research even though he knows that much might be gained in improved practices by utilizing new findings. As a special service to the thousands of diligent classroom teachers who find themselves unable to keep abreast via traditional channels the Joint Committee on the Coordination and Integration of Research in Business Education is presenting, through its Sub-Committee on Dissemination of Research in Business Education,* a series of simple, non-technical articles of useful and practical values and implications of the latest research. It is hoped that the classroom teacher will be more readily able thereby to apply new ideas and suggestions to classroom situations.

Title: REVIEW OF RESEARCH IN TYPEWRITING
Doctoral Study By: HARVES RAHE, Southern Illinois University, Carbondale, Illinois
Purpose: To prepare a master, comprehensive bibliography of research studies in typewriting and to make a synthesis of the research studies by preparing abstracts and classifying them into logical problem areas

SIGNIFICANT FACTS AND CONCLUSIONS THAT THE CLASSROOM TEACHER NEEDS TO KNOW

1. *Keyboard Teaching Methods.* The typewriter keyboard may be taught by a whole or by a part method; by using a horizontal, vertical, or skip-around approach; or by presenting the entire keyboard in one day or in two or more weeks. Whichever plan or combination of plans is used, the ultimate results do not seem to vary significantly. The efficiency and enthusiasm of the teacher, rather than the specific plan or method used, may be the most important factors affecting the success of keyboard teaching. Some of the investigators found that emphasizing rapid and fluent writing as well as accurate writing in the early learning stages resulted in greater achievement than if attention were concentrated solely on accuracy. It also was found that the alphabetic section of the keyboard can be taught effectively in a rela-

tively short period of time—perhaps in three or four class periods.

2. *Rhythm.* Rhythm is an essential factor in the operation of the typewriter. Efficient typewriting involves rhythmical movements that are fluent, rippling, flowing, and continuous. When typewriting rhythmically, some stroke sequences are typed more rapidly than others, but the writing is without interruptions and pauses.

3. *Speed and Accuracy.* Rapid, fluent writing should be developed from the beginning of the typewriting course. Alternate drives for speed and accuracy, lasting perhaps a week or ten days each, seem to result in rapid development of skill in typewriting. Among the effective teaching devices that aid in the development of typewriting speed and accuracy are call-the-throw drills, guided writings, writing from direct dictation, one-minute speed spurts, ten- and fifteen-minute timed writings, and stencil drills.

4. *Errors.* Many typewriting errors seem to be chance errors, without specific causes or remedies. Some habitual errors may be eliminated through the use of appropriate corrective drills. The typing of some corrective drills that have been prepared, however, does not seem to be any more effective in eliminating or reducing errors than simply rewriting the copy in which an error or errors occurred.

5. *Learning Curves.* Learning curves in typewriting rise rapidly in the initial learning stages and then level off gradually as the learner approaches his psychological or physiological limit. Most of the learning curves are very irregular, showing great fluctuations in performance from day to day and from practice period to practice period. Although almost all learning curves in typewriting contain plateaus or periods of arrest during which little or no progress is made, most of the investigators concluded that plateaus are not an essential characteristic of typewriting learning curves and that they could be eliminated by more efficient teaching.

6. *Reading Factors.* Techniques of reading copy that is being typed are different from the techniques used when reading for thought or comprehension. More attention is given to the details of letter sequences, spaces, punctuation marks, and capitalization when reading for typewriting than when reading for comprehension. There seem to be more eye fixations and regressions a line when reading for typewriting than when reading for thought. Effective reading habits for typewriting require the eyes to move smoothly and continuously across each line of writing with few backward sweeps and pauses, and with the reader's attention being given to the details of the copy.

*Members of the Sub-Committee on Dissemination of Research in Business Education are Fred C. Archer, State Teachers College, St. Cloud, Minnesota; and Dorothy H. Veon, Pennsylvania State University, State College, Pennsylvania.

UNITED SERVICES

RESEARCH IN TYPEWRITING

7. *Standards of Achievement.* Most of the standards of achievement in typewriting that have been established by research workers are for the typing of straight copy only. The median standards for typing straight copy that usually are expected at the end of semesters one, two, three, and four of instruction in typewriting are approximately 30, 40, 50, and 60 net words a minute, respectively. Hourly standards of production in typewriting that were established by some research workers were the addressing of 160 envelopes; the typing of 96 fill-ins on form letters; the typing of four full-page stencils; and the typing of ten ordinary business letters. Usability of the typewritten product was the quality standard most frequently maintained.

8. *Prognosis.* No single test or device has been found that can be used with confidence for the purpose of predicting success in learning typewriting. The coefficients of correlation between the combined scores of certain batteries of tests and a criterion of success in typewriting show a higher degree of relationship. It has been determined with certainty that the relationship between the general intelligence ratings of pupils and their ability to learn to type straight copy with speed and accuracy is very slight. However, the relationship is greater between general intelligence ratings and the ability to perform the duties of a typist and to produce usable copy of high quality in all kinds of practical typewritten work.

HELPFUL SUGGESTIONS THAT THE TEACHER CAN APPLY TO CLASSROOM PRACTICES

Teaching Methods and Activities. Effective methods of teaching typewriting combine demonstration, explanation, motivation, diagnosis of learning difficulties, and remedial assignments for pupils. Directing intensive drills for short periods of time, interspersed with periods of rest and relaxation during which time explanations and demonstrations are given, is an effective teaching procedure.

Duration of Teaching Period. The achievement of pupils studying typewriting in double periods daily is only slightly greater than in single periods daily. Typewriting pupils should receive full-time instruction during each class period, especially during the beginning learning stages when correct or incorrect techniques of typewriting are being formed.

Measurement and Testing. Straight-copy tests measure one phase of skill in typewriting but fail to measure the ability of typists to plan and produce practical typewritten papers such as business letters, tabulations, manuscripts, and other business and personal papers. The production test, which measures the ability of the learner to produce typewritten work that simulates the requirements of vocational typewriting jobs, seems to be a more adequate measure of ability in typewriting.

Short-answer tests may measure related and associated knowledges in typewriting but do not measure typewriting power. Standardized tests in typewriting have not been proved to be valid and reliable measures of proficiency in typewriting.

Correlation and Integration. Typewriting instruction can be correlated or integrated with instruction in such subjects as shorthand, English, social studies, and general business training with good results accruing in typewriting and in the other subject matter areas taught concomitantly with typewriting.

How the Study Was Developed

Research Techniques Used. A preliminary bibliography was prepared through library research. The original copies of research reports were then obtained and abstracts were prepared from them. The abstracts were classified into related categories or problem areas after which a summary of each category was developed.

Sources of Data. Four hundred forty-four references to research reports on the teaching of typewriting completed prior to 1949 were included in the bibliography and 416 studies were abstracted.

How the Classroom Teacher Can Obtain the Study

Original. The study may be obtained by applying to the Librarian, Indiana University, Bloomington, Indiana. The study represents the EdD thesis of Harves Rahe completed in 1950. The full title of the study is "Review of Research in Typewriting."

Articles. Articles based to some extent on the study have been published as follows:

Harves Rahe. "A Review of Research in Typewriting Prognosis." *The National Business Education Quarterly* 20: 44-53; March 1952.

Harves Rahe. "Lettered Versus Blank Typewriter Keyboards." *Business Education World* 33: 435-438; May 1953.

Harves Rahe. "Personal-Use Typewriting." *The Ohio Business Teacher* 9: 25-30; October 1948.

Harves Rahe. "Performance Standards in Typewriting." *Business Education Forum* 3: 38-41; November 1948.

Harves Rahe. "Teaching the Typewriter Keyboard." *The Journal of Business Education* 27: 372-374; May 1952.

NOTE: The Joint Committee on Coordination and Integration of Research in Business Education is essentially a planning committee which identifies major needs for coordinating, integrating, collecting, and disseminating research information in business education. A special subcommittee guides each of the major projects. The work of the various committees of the Joint Committee is described in the October 1953 issue of the *Business Education Forum* published by the United Business Education Association (NEA), 1201 Sixteenth Street, N.W., Washington 6, D. C.

HARRY HUFFMAN, Editor
WILLIAM SELDEN, Associate Editor

HOW CAN WE HELP THE STUDENT ANALYZE TRANSACTIONS?

*Contributed by Everett C. Silvia, Polytechnic High School,
San Francisco, California*

THE ANALYSIS of business transactions appears to be the most difficult hurdle the beginning high school bookkeeping student finds in his path to success. How can we best help him over it?

We call the job involved here journalizing, but the pure mechanics of journalizing do not appear to present difficult problems to the student. Work that requires the recording of a single kind of transaction only, such as sales on credit, is usually done quickly and correctly by each student. The story is quite different when the student is required to record a list of several kinds of transactions of the type found in our usual textbooks for first-term high school bookkeeping. The results obtained are often disappointing. For this reason, this question is raised with the added hope that others will wish to contribute to the further development of this part of the teaching of bookkeeping.

The major factors in this problem seem to be: (a) business experience is lacking on the part of the student, which makes it difficult for him to understand accurately what took place when many of the transactions occurred; and (b) analyzing is one of the higher human abilities that is possessed by each member of a class in a degree that is likely to differ materially from that of his neighbor.

To overcome the students' lack of business experience, we may use many helpful methods. We, of course, start with a common experience of the student—matters pertaining to home, car, clothing, school supplies, and the corner grocery store. A good way to do this is to spend one to two weeks in general discussion, demonstration instruction, quizzes, and visits to local businesses before even attempting to journalize. The objectives are, of course, to develop the concepts of debts, expenses, income, ownership, inventory, and other assets; to create an understanding of those transactions that result in changes of net ownership and those that do not; and to show that bookkeeping is really a diary of business operations.

Gradually during this period, the new bookkeeping terms are introduced, explained, and used. Some of the new bookkeeping terms are in themselves invitations to confusion because they appear to the student to have, or actually do have, more than one meaning. For example, we know beginning students confuse debit with debt. The two meanings of the word credit are roadblocks on

the beginner's path to success. It has been found that lesson plans based on a demonstration of non-technical words that present the same problem, such as spring and wind, appear to be both interesting and very helpful in dispelling this confusion.

The planning of simple and clear explanations, demonstrations, and experiences to help develop the students' understanding is extremely important, and we need a steady flow of new suggestions.

The average high school student seems to possess sufficient ability to analyze so that when this ability is developed he is capable of doing the work of the course. Providing for the students who do not have sufficient ability is another and different challenge. The varying degrees of ability, however, among those students who are capable of the work presents a real problem here—the problem of keeping the student progressing so that he does not become discouraged. This problem makes necessary a great amount of individual help by the teacher. It also makes it necessary for the teacher to plan very carefully the *when* and *what* of the group discussions. Individual instruction must be as carefully planned as group instruction. What the teacher thinks will work doesn't always do so. After school sessions may not be well attended except a day or two before examinations. Writing explanations and corrections on the students' papers appears to result in much waste of teacher's time and energy. Each of these means and others are at times helpful but only if as part of an over-all plan of individual instruction. Furthermore, without a carefully worked out system of individual instruction, it is too easy to give too much time to some students and too little for others. A simple but well-controlled plan of individual instruction has been developed whereby each student is interviewed for a few minutes during class time. This is done according to a carefully planned schedule. The work completed since the last check-up is examined during the interview. A complete record is made of the interview including the work and whether or not the progress made by the student since the last interview is satisfactory for this student under his present circumstances. A very simple code is established so that this record can be made quickly, and in an ordinary school record book. Such an interview reveals to the teacher the learning problems of each student. The teacher becomes aware of the terms he must use to reach each student. The student feels the responsibility for his own progress more than he does when merely required to "dump" his paper on a pile with the others. He knows that he is not a forgotten student, that copying does him

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UNITED SERVICES

MODERN TEACHING AIDS

LEWIS R. TOLL, Editor
MARY BELL, Associate Editor

GUIDANCE DEVICES IN BUSINESS ARITHMETIC

Contributed by Cleo P. Casady, State University of Iowa, Iowa City; and Robert L. Thistlethwaite, Western Illinois State College, Macomb

SEVERAL research studies made during the last few years indicate that businessmen are inclined to consider most high school graduates to be deficient in arithmetic. Practical mathematical problem-solving tests administered to high school students seeking jobs substantiate the viewpoint of the businessman. Such a charge, backed by factual data, needs to be given serious consideration by those who are preparing students for careers in business.

It would seem logical to conclude, therefore, that either the pupil does not remember the arithmetic he is taught, or the course in business arithmetic is of a theoretical rather than of a practical nature. However, a review of the contents of several of the leading textbooks on business arithmetic reveals that the units or topics contained therein are those useful in business as well as in everyday life situations.

If the line of reasoning so far is correct, it would logically follow that the method of presentation of the subject matter of business arithmetic is not meaningful to the pupil. Another way of stating the problem would be to say that the student is not properly oriented or "sold" on the need for acquiring skill in solving arithmetic problems. Therefore, one attack on the problem would be to increase the effectiveness of the business arithmetic methodology.

The suggestions given here may help business arithmetic teachers to give further orientation and guidance experiences to their pupils.

Talks From Businessmen

The Banker. In a short talk before the business arithmetic class the local banker can do an effective job of selling the students on the need for skill in the four fundamental processes. He can recall instances in which mistakes were extremely costly. He will gladly give examples of arithmetic problems common to everyday banking activities, such as problems involving depreciation, interest, bank discount.

The Variety Store Manager. Because he suffers daily losses due to the mathematical mistakes made by his salespeople, the variety store manager will be well stocked with stories of mathematical incompetence. He will point out to the students the need for a knowledge of the units of measure, the aliquot parts, the making of change,

reconciling bank statements, and others. Let the variety store manager assist in the guiding, orientation, and motivating of students.

The Insurance Salesman. The contributors have always found insurance salesmen more than willing to donate their time and efforts along educational lines. The units involving problems on life, fire, or automobile insurance can be more effectively oriented and motivated with their willing assistance.

Others. These are but a few of the many types of businessmen who can and will help you to do a better job in developing the mathematical potential of your pupils. The city clerk, retail grocer, druggist, or country auditor also can provide assistance.

Educational Tour

The student may inquire, "What need will I ever have of a knowledge of trade or cash discounts?" To find the answer directly from business, a committee of students might be sent to interview the local wholesaler. Naturally, both the wholesaler and the students committee should be briefed prior to the interview.

Bulletin Board

Students should be encouraged to bring to class examples of arithmetic problems found in the business offices in which they work, or problems encountered by their parents in business, or problems found in newspapers or magazines. These problems may be placed on the bulletin board, one at a time. Extra credit should be given to the students who bring them in and also to those who work them. Also business papers containing some mathematical process as yet uncompleted may be placed on the board with the suggestion that the student complete the necessary processes. Examples of these papers might be an invoice without the extensions; a sales slip not totaled; a sales invoice providing for a cash discount; or purchase order without totals.

A good time to take up problems of figuring wages is during a local or large-scale strike. The wages the workers are currently making can be compared with the wages they would receive under the desired raise. These can be compared with the wage offer made by management. The cost of wages in the total cost of operation to management can be determined and the percentage of the total composed of wages can be ascertained. Naturally, discussions and problems about wages can lead to problems about take-home pay, income taxes, social security, or other areas of interest under the teacher's skillful guidance.

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UNITED SERVICES

GENERAL CLERICAL AND OFFICE MACHINES

MARY E. CONNELLY, Editor
REGIS A. HORACE, Associate Editor

USING COMMUNITY RESOURCES IN GENERAL CLERICAL TRAINING

*Contributed by John H. Callan, West Liberty State
College, West Liberty, West Virginia*

IT IS generally acknowledged that the classroom alone as a scene for modern education does not and cannot provide a full and rich experience for the learner. His interests and his problems are broad. His educational needs are many. Community resources can play a very important part in providing rich and meaningful experiences in the area of general clerical training.

By community resources is meant those activities, materials, situations, and persons which can be found in a community and which can be used by the teacher and students to enrich and vitalize the school program.

The basic resources are:

1. *Advisory Committee:* Committees of interested citizens to advise the school on various phases of the school program.

2. *Business Forms and Materials:* Any forms, films, film-strips, correspondence samples, pamphlets, displays, tests, etc., which business is willing to supply and/or lend to schools for use in the business classrooms.

3. *Field Trips:* Any organized trips which are taken by students as a part of their school work.

4. *Resource People:* Persons who, because of special accomplishments or particular abilities can provide information of value for students. Persons need not be company executives.

5. *Work Experiences:* On-the-job business experiences which are supervised jointly by the cooperating employer and the school.

Each of these basic resources plays an important part in making the general clerical training program a more realistic and vital educational experience. Let us, then, consider the values of these resources and see how we can use them in our training program.

Advisory Committee

The purpose of the advisory committee is to provide guidance and assistance to the school in the organization and formulation of the general clerical training program. The committee should be composed of representatives from management, the professions, employee groups, and other interested citizens who have indicated an interest in the activities of the school and a willingness to serve in an advisory capacity.

Appointment to membership on an advisory committee is usually made by the school board or by a designated representative of the board, often the school superintendent. These appointments should be made on the advice of the interested teacher, should be for a definite

term, and should vary in length. This will help to insure that the work of a committee will be continuous and will also allow for periodic changes in membership where new ideas and new approaches to the problems being considered can be introduced. This does not preclude the reappointment of a particularly effective committee member, but it should help to encourage a more dynamic approach to the problems being studied.

When the advisory committee is organized, the school should give consideration to the following:

1. The committee should be made up of representatives from the employee group as well as the employer group.

2. The committee should be a small workable unit of not less than three or more than five members.

3. A member should be a worker or supervisor of workers in the general clerical field.

4. Members should be interested in the job at hand and be willing to devote the necessary time to work on the problem.

5. Members should have a high moral reputation and the confidence of the community.

6. Members should be persons who will work together harmoniously and with the best interests of the school and community in mind.

Meetings of the advisory committee must be held at a time that is convenient for all members of the committee and definite goals for each meeting should be established. If possible, no meeting should be longer than an hour in length. A secretary should take notes at the meeting and a summary of suggestions and decisions reached should be sent to each committee member as soon after the meeting as possible—with, perhaps, a proposed agenda for the next meeting.

There should be proper recognition made of the work of the committee. Each member should be made to feel that his contribution is an important one and that his services are appreciated. Appropriate newspaper publicity should be given to the work of the committee. This will help to provide public recognition of the service rendered by the committee and also help to keep the public informed of the developments in the school.

When the term of appointment of a committee member is ended, a letter of appreciation, signed by the school superintendent, should be sent to the retiring member of the committee. This letter should thank the person for his time and cooperation and ask for his continued support of the educational programs of the school.

Business Forms and Materials

The many business forms and materials that are available in the community are of considerable value for use in general clerical training. Among these are sample

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GENERAL CLERICAL AND OFFICE MACHINES

business forms, business correspondence samples, pamphlets, displays, and films and film strips.

Accounting forms, business correspondence, inventory cards, invoices, sales slips, application blanks, cancelled checks, and charts and graphs which are obtained from local businesses furnish excellent teaching examples for two reasons. First, they are the actual business forms which are in use. Second, they are the forms with which many of your students will work as they obtain positions with local businessmen. Most businesses are happy to give the schools samples of the various forms they use. Many of them will supply some of the forms in sufficient quantity to furnish one for each member of the class.

Samples of actual business correspondence are useful in many different ways. In business English, the letters may be used to illustrate the various types of correspondence being studied. Form letters may be copied and addressed in typing classes. Obsolete form letters are often available in quantity to be used in typing classes for practice in filling-in addresses, salutations, and other items. Frequently, when businesses move or change their letterhead style, they dispose of unused letterheads and envelopes. These may be put to very good use in typing and other business classes.

Pamphlets and advertising displays are helpful in providing information about products, sources of materials, and general information about the services of various businesses.

Though local businesses seldom prepare films and film strips or have them prepared expressly for them, they very often can and will secure business films and film strips for school use. Among these are films and film strips used in training programs, sales promotions, and public information programs.

Some of the important points to be remembered concerning the use of business forms and materials are these:

1. The forms and materials should be used to supplement educational audio-visual aids.
2. Care should be taken to insure that the forms and materials used are worth while and contribute to the student's understanding of the problems being studied.
3. Forms and materials obtained from businesses should not be distributed indiscriminately.
4. Borrowed materials should be returned promptly and in as good condition as they were received.
5. Arrangements or plans for using the forms and materials should be made sufficiently in advance to insure that they will be available when they are needed.

Field Trips

The effectiveness of a field trip is dependent upon the carefulness with which the trip is planned.

A well-planned field trip is of considerable value for students. Some of the more important benefits that a field trip can provide are:

1. An opportunity for a direct experience to see business in operation.
2. Deeper insight into the functions of business.
3. An opportunity to meet business people and to see them in their business surroundings.
4. Wrong impressions about business can be corrected.
5. Better understanding of the duties of workers in different business occupations.

The educational values for the students in planning the trip are frequently as great as in the trip itself. The planning, therefore, should be a cooperative venture where the students work, under the guidance of the teacher, in organizing and arranging for the trip. Any trip taken should have a direct relationship to the subject matter being studied.

The entire class should work together to formulate plans for the field trip. They will be concerned with selecting the business to be visited, deciding on the class preparation that is necessary, preparing the trip study guide, and organizing work committees to make trip arrangements.

A field trip study guide should be prepared and discussed prior to the trip. The use of a study guide will help to organize the thinking of the group so that they will be aware of the purpose of the trip, things to look for, and important questions to be answered. After the trip has been taken, the study guide will help to direct the students' attention to the names of persons they met on the trip and a consideration of what they saw and learned.

Among the committees that will be needed to make trip arrangements are a correspondence committee, itinerary committee, transportation committee, guide committee, and general arrangements committee. The teacher, of course, should act as coordinator and adviser for the various student committees.

After the field trip has been taken, the next step is the evaluation of it. Through the use of the study guide, the teacher should help the students to evaluate what they did, what they saw, what they learned, and what they should have done that was not done. This evaluation should not only consider the trip itself but also the planning and organization of the trip.

Resource People

A resource person may be a top executive or even a beginning worker. The basis for selection should not be the executive position of the individual but rather the accomplishment or skill in a particular field, and the ability to demonstrate this skill or explain some particular operation of business.

Students should assist in the selection of the resource person and in handling correspondence involved in making the necessary arrangements.

(Please turn to page 40)

UNITED SERVICES

OFFICE STANDARDS AND COOPERATION WITH BUSINESS

ERWIN M. KEITHELY, Editor
FRED C. ARCHER, Associate Editor

A MILLION DOLLAR LABORATORY— NEAR HOME!

*Contributed by J. R. Neill and Maureen Pelley, Miami
University, Oxford, Ohio*

McGUFFEY SCHOOL, of McGuffey Reader fame, along with many schools over the country, has been turning to the community as a means of extending its laboratory for teaching and learning. This school-community laboratory is enormous and represents an investment of millions of dollars. How best to use this million-dollar laboratory is the problem confronting not only community-minded teachers and administrators, but the leaders of business and industry as well, who realize that they, too, have a responsibility for contributing to the development of planned learning experiences for the youth of the community.

Integrate Theory and Practice

The current trend of integrating the school curriculum with problems of the community and of tapping community resources for much of the material and information used in a modern school program offers forward-looking business education teachers a real opportunity to be leaders in this curricular development. Business teachers who are familiar with the industrial areas in which they live can do much to coordinate the efforts of both the school and industry in determining how best to survey and utilize community resources. To those not as familiar as they might be with what their local community has to offer, *here is a challenge that should not go unheeded!* For quite some time we have given lip service to the idea of using the local business community as a laboratory to facilitate the training of future business employees. It is almost startling to note, however, how few schools actually put forth much effort to integrate the theory of the classroom with actual business practice beyond perhaps the annual spring and fall trips through some local establishment.

Now not only are the officials of school and industry discussing ways and means of working together for the good of the community, but *all* teachers in the school from Kindergarten through Grade 12 are beginning to realize that right here—near home—is a vast amount of fascinating information that might lead to invaluable learning experiences for both young and old that, to date, has seldom if ever been recognized.

McGuffey School is the laboratory school for Miami University and therefore works closely with the School of Education. There have been several jointly planned programs of study in the utilization of opportunities within the community for extending the experiences of

children. During the summer of 1952 a six weeks curriculum workshop for teachers in the county was sponsored by Miami University in cooperation with ARMCO (American Rolling Mill Company) on the use of community resources. The workshop group of 35 teachers made a preliminary survey of field trips, resource persons, and materials in the county. The towns in the county were studied block by block and personal contacts were made with the business and industrial people to discover what they had to offer and the extent to which they would welcome teachers and school groups. Such contacts provided materials and information which were catalogued for use as potential resource people or field trips. At the same time much printed material was obtained and analyzed. These findings were later organized into a booklet which was published and sent to all schools in the county.

During the school year 1952-53 administrators, teachers, business and industrial leaders of the county have held three weekend conferences to discuss how the community and schools can work more closely together to use the resources of the community for the greatest possible benefit to the school children. Outstanding people have been brought in as consultants. By means of small discussion groups the most important problems and difficulties have been studied so that industry, school administrators, and teachers can work together more effectively in building better schools and better communities in this area.

The staff of McGuffey School developed a questionnaire which was circulated among parents by the children, by the parent teacher organization, and by the school faculty. The community, being a small college town

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situated in a rural area but also within fourteen miles of industrial development, has a rich variety of human resources. Among the local citizens are many specialists, many who have traveled extensively, and others who have broad professional backgrounds. Information from these questionnaires has been organized and added to the material collected by the workshop group.

Of course, a collection of such information is of no value when it lies in a file without being used by the teachers in their classrooms. McGuffey teachers are becoming increasingly community-conscious as they seek to find how they can more fully utilize their rich local heritage.

One group of ninth-graders has been studying the development of a large lake recreation and conservation area outside the village. The students have talked with older residents of the district to find out something of the history of pioneer families who lived on the farms that are soon to become inundated to form the large lake. They have gone to the court houses of two counties and reproduced maps showing the proposed development. They have studied potentialities of the development of the area and their findings are being contributed to the Miami University library for future use by the community. They plan to build a terrain model of the new lake and surrounding camp and recreational area.

The fifth-grade group has been concerned with workers in the community, among which were the migrant workers in the tomato fields. They spent a full day working and playing with children of migrant families and talking to them of their homes, travels, and schools. Many social values and understandings grew out of this one-day experience in the dirt and toil of the tomato fields.

In the teaching of fundamentals we must include training for full and intelligent participation in community affairs, both through work and through play. We as business education teachers, as well as our students, need constantly to develop a better understanding of the very

close correlation that should exist between desirable classroom standards of accomplishment and the skills that are required on the job.

Within each community opportunity for valuable experiences to promote such understandings may be found. It is our responsibility to see that we utilize our "million dollar laboratory," near home, for the greatest service to our students and our community—and for the greatest satisfaction to us as teachers.

Teaching Aids

(Continued from page 34)

Another example of the use of current interest problems is that of special sales by retail stores. This discussion can lead to problems of markup and markdown. The voting on a bond issue for school buildings can be expanded to cover a unit on property tax computation. Many other examples will come readily to the observant teacher.

Ciphering contests are "old as the hills" but still worthy of occasional use by the business arithmetic teacher. These "Friday" contests need not be limited to the addition of integers but should include or consist of the problems currently being studied. As in all contests a token award to the winners adds zest to the work. Telegraphic contests between schools have been used successfully. In these contests the winner publicized the results in the school paper—the loser kept mum.

Business Forms

Bulletin board displays of business forms used locally can be used to advantage. Place three different forms on the bulletin board and have the pupils select one of the three and prepare a list of the mathematical skills required before such a form can be prepared, together with a short problem illustrating each. The pupil should show the solution to each problem submitted.

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Shorthand

(Continued from page 30)

session, all but the last few minutes of the proceedings were in typewritten form.

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Alternate Process

In the United Nations, where a battery of reporters is available, one operator will "take" for five minutes or such a matter. Then a relief operator will appear to continue reporting while the first reporter will leave in order to transcribe what he has taken. This alternating process keeps all transcribing current and is often used also on immediate copy meetings.

In the verbatim reporting profession, there is still another kind of transcription method used, that of dictating into a dictating machine. This method is used

where note transcribers are not available and prompt transcript is required. This method, of course, does not eliminate the typewriting process, but it enables the reporter to delegate it to someone else.

No matter how fast a typist the reporter may be, he can always talk faster than he can type. If he is a very busy reporter and must spend many hours a day, every day, taking proceedings which must be transcribed, he often feels the need of getting through his notes faster than he can possibly do by writing his own. Notes can often be dictated in about the same time as they were originally taken—sometimes faster—and if a reporter takes three hours of proceedings (which is about one reporter size pad of 300 folds of paper) and dictates for another three hours, he is spending much less time than he would in transcribing his own notes on the typewriter. Notes can be dictated at 150 to 175 words a minute; certainly they could not be transcribed that fast. Many men and women spend their full time as voice transcribers for reporters.

An old Spencerian copybook motto reads, "Many men of many minds." It is likely that both the machine operators and the reporters develop techniques peculiar to their own tastes and talents. It is altogether likely that all of them use and enjoy the benefits of the techniques and principal points mentioned in the above comments.

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General Clerical

(Continued from page 36)

The students should be prepared for the speaker. They should know what to expect, who the speaker or demonstrator is, the company he represents, and what to look for. Likewise, the resource person should be carefully prepared by the teacher for the job. He should be told such things as the time limit he is expected to observe, the purpose of the talk or demonstration, what the students already know about the subject, the age level of the group, the vocational objectives of the group, and the points the teacher wants stressed.

When a resource person has been used, there should be a plan for follow-up so that the students will derive the maximum benefit from the experience. The teacher should lead the class in discussing what they learn and the application to what they are studying.

Finally, a courteous letter of appreciation, written by the class and signed by one of its members, should be sent to the resource person thanking him for his cooperation.

Work Experiences

Cooperative work-experience programs are valuable for the student, the cooperating businesses, the teacher, and the school. For the student, the work experience program means an opportunity to put into practice what he has learned and to gain valuable business experience before graduation. It also provides an opportunity for him to correct shortcomings before assuming a full-time job,

make valuable business contacts, evaluate the quality of his work, and earn spending money.

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Among the benefits for the teacher and the school are that the program would provide an opportunity to evaluate the effectiveness of teaching, appraise strengths and weaknesses in the educational program, promote better public relations, and encourage students to take school work more seriously.

Bookkeeping

(Continued from page 33)

no good, and he realizes that he does not need to be given a test in order to receive a fair grade (although tests have much value).

Where periods are fifty minutes long with five meetings a week, it is possible to interview each member of a class at least twice a week and still have time remaining for the necessary group work. The classes, however, must be kept to a reasonable size.

While this method of individual instruction is obviously not limited to the teaching of journalizing, it or some effective variation of it appears to be a very important part of the answer sought here.

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Your Shopping Dollar. Clear explanation of how to make every dollar you spend buy 100 cents worth of satisfaction. Completely revised, 1952.

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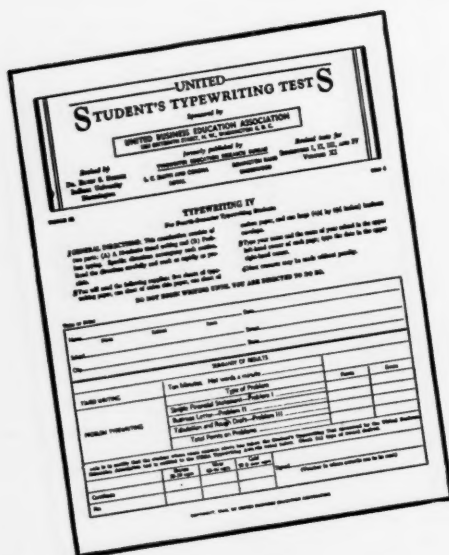
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UBEA Executive Board Authorizes New York Meeting With NEA

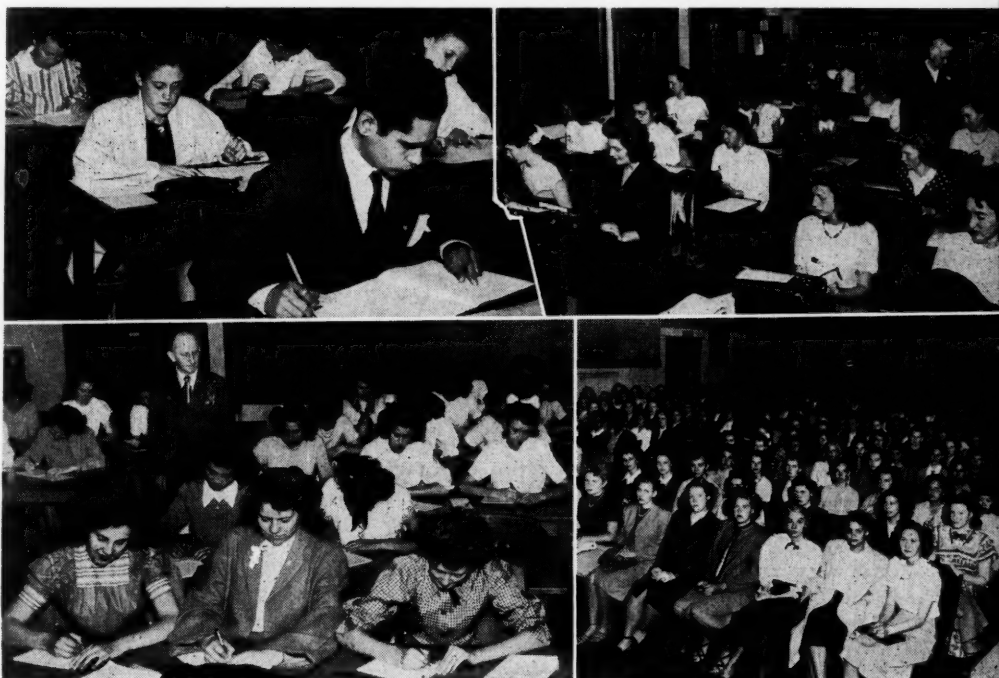
For the first time since 1942 the National Education Association's annual convention will be open to all of the one-half million NEA members. Due to hotel and travel limitations, recent conventions have been restricted to the approximately 4000 delegates chosen by state and local education associations. It is appropriate that the come-one-come-all convention should be reinstituted and that the departments can again participate fully in the activities.

The UBEA Executive Board at its recent meeting in Chicago named Paul S. Lomax, Hamden L. Forkner, and Robert E. Slaughter as co-chairmen for the committee which will plan the sessions devoted to business education. The chairmen have called a meeting of the New York City Committee for March 13 at which time plans will be completed for the business education sessions to be held on June 27. Discussion sessions of special interest to business teachers will be conducted throughout the NEA convention. The UBEA Representative Assembly will be in session on the morning of June 28. A luncheon and group meetings are being planned for the afternoon.

Among the national and world leaders who have accepted invitations to speak at the NEA convention are Secretary of State John Foster Dulles, Dag Hammarskjöld, secretary-general of the UN; Grayson Kirk, president of Columbia University; and Robert F. Wagner, mayor of New York City. The current issues of *THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION* report in more detail the convention features.

UBEA-NOMA Joint Committee On Business Entrance Tests

A new series of revised and improved National Business Entrance Tests will be released to test centers by the UBEA-NOMA Joint Committee on Tests for use after April 1. These new tests, Series No. 18-40, are the first in a series of equated forms to be prepared under the direction of a nationally known professional test construction expert who has been engaged to supervise the preparation of the tests. The new tests will be subjected to careful statistical treatment and try-outs to insure their validity. The UBEA-NOMA Joint Committee on Tests be-



TEST CENTER . . . Hundreds of students and employees participate annually in the tests program at the National Business Entrance Tests' Los Angeles Center.

lieves the new series to be an improved development in testing procedures for business screening purposes and recommends that business educators write for information about Series No. 18-40.

Information Booklet

A new information booklet has been released by the UBEA-NOMA Joint Committee which describes the tests and contains essential information needed to participate in or establish an official test center. The booklet points out that only a minimum of five examinees is needed to establish an official test center. In addition the booklet contains interesting factual information about the history of the NBETesting Program since its beginning in 1937. Complete statistics showing the growth of the testing program is included covering the period from 1937 through 1953. Names of the 72 cities in the United States, Canada, and Hawaii having official test centers are included in the booklet.

Schools and other approved official test centers may give Series No. 18-40 during April, May, or June, and under certain conditions throughout the year. Official test centers now receive test results within two weeks following the giving of the

tests. This is the result of a speed-up plan developed by the three scoring centers located at Dedham, Massachusetts; Macomb, Illinois; and San Francisco, California. This will permit local school administrators and business leaders to provide appropriate recognition to successful examinees before the closing of school. Thus the public relations value of the local testing program is immeasurably increased because of the more rapid scoring and reporting service now available.

The Long Form Official Test Center Tests, each of about two hours' duration, consist of a test of business fundamentals and general information, and one (or more if an examinee desires) of the following skill tests: stenography, typewriting, machine calculation, bookkeeping, and general office clerical (including filing). The fee for each examinee is \$1.00 for each skill test taken.

Samples of previous tests may be secured for examination or review by writing to the UBEA-NOMA Joint Committee on Tests, 132 West Chelton Avenue, Philadelphia 44, Pennsylvania.—JOHN E. WHITCRAFT, *UBEA Representative, Joint Committee on Tests, New York State Department of Education, Albany, New York.*

IN ACTION

THE NABTTI BULLETIN BOARD

WEST VIRGINIA CONFERENCE

The **West Virginia Institute of Technology** and **Concord College** will sponsor a business education conference at Montgomery on Saturday, March 27. Hamden L. Forkner, Teachers College, Columbia University, will be conference chairman.

For information write to Reed Davis, West Virginia Institute of Technology, Montgomery, West Virginia.

GRADUATE ASSISTANTSHIPS AVAILABLE AT USC

Two graduate assistantships will be available for the academic year 1954-55 in business education at the **University of Southern California**. Interested persons wishing further details should write to Dr. Albert C. Fries, School of Commerce, University of Southern California, Los Angeles 7, California.

ANNUAL BUSINESS EDUCATION CONTEST

The Twenty-Second Annual Business Education Contest and Office Machines Show will be held at the **State Teachers College**, Bloomsburg, Pennsylvania, on Saturday, May 8. Examinations will be conducted in bookkeeping, business arithmetic, shorthand, typewriting, and business law. All entry blanks must be on file before April 15.

Entry blanks and information concerning the contest may be secured from Richard G. Hallisy, Director of the Department of Business Education, The State Teachers College, Bloomsburg, Pennsylvania.

FAMILY FINANCIAL SECURITY WORKSHOPS

For the fifth consecutive year summer workshop graduate training courses are being made possible by the **Committee on Family Financial Security Education**. This year, scholarships are being made available to more than 330 high school teachers and other educators at eight universities—University of Connecticut, University of Denver, Miami University, University of Oregon, University of Pennsylvania, Southern Methodist University, University of Virginia, and University of Wisconsin.

Information regarding the workshops may be obtained from R. Wilfred Kelsey, Secretary of the Committee on Financial Security Education, 488 Madison Avenue, New York 22, New York.

KANSAS WORKSHOP

The Department of Business and Business Education at **Kansas State Teachers College** announces a workshop on the extra-class activities of the business teacher. The workshop will be held for two weeks, May 31-June 11. The workshop will be practical, discussions being based on actual problems in this area as determined by a survey of the state's business teachers. Two hours of graduate credit may be obtained by each participant who attends for the full two weeks; one hour graduate credit by those who participate during the first week only.

For information concerning the workshop, please write to E. C. McGill, Head, Department of Business and Business Education, Kansas State Teachers College, Emporia, Kansas.

CONFERENCE ON COOPERATIVE EDUCATION

The second annual conference on cooperative education will be held on June 28-29 at the Ohio Union, **Ohio State University**, Columbus. The conference is sponsored jointly by the Department of Education of the Ohio State University and the Division of Vocational Education of the State Department of Education.

Descriptive material will be forwarded to persons who write to George L. Brandon, 200 Communications Laboratory, The Ohio State University, Columbus 10, Ohio.

COLUMBIA UNIVERSITY ANNOUNCES INNOVATION

The Department of Business Education at **Teachers College, Columbia University**, has worked out a plan whereby business teachers may enroll for a period of one to six weeks, either with or without college credit, and attend one, two, or three classes each day depending upon the interest of the individual. In addition to the special course arrangements, the Department of Business Education is planning a number of visitations to large business and industrial offices to acquaint business teachers with employment standards and conditions. The first series of five visitations will be held one week prior to the convention of the National Education Association.

Those who wish to participate in these exciting trips should write to Hamden L. Forkner, Teachers College, Columbia University, New York 27, New York.

The Business Education Program in the Secondary School

The National Business Education Quarterly. Edited by Hamden L. Forkner, 1949, 176 pages, \$1.00.

This publication describes the characteristics of a good business education program in the secondary school in terms of housing, equipment, and teaching aids; teachers; supervision; selection, guidance, placement, and follow-up; extraclass activities; coordinated work experience; adult evening classes; research; and evaluation of the effectiveness of the teaching in shorthand, typewriting, bookkeeping, basic business, distributive occupations, and clerical practice. It discusses what business education can contribute to general education, vocational competency, and community relationship and how teacher education institutions, the U. S. Office of Education, and state departments of education can cooperate and assist in the development of all phases of business education.

UBEA

1201 16th Street, N. W.
Washington 6, D. C.

AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

The announcements of meetings, presentation of officers, and special projects of affiliated, cooperating, and UBEA regional associations should be of interest to FORUM readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA district which has unified its program of activities with UBEA and has an official representative on the UBEA National Council for Business Education. A cooperating association is defined as a national organization or agency for which the UBEA National Council for Business Education has established a coordinating committee.

AFFILIATED ASSOCIATION PRESIDENTS

Alabama: Mary George Lamar, Auburn
Arizona: A. W. Flowers, Phoenix
Arkansas: Gladys Johnson, Little Rock
California: Milburn Wright, San Jose
Colorado: Cecil Puckett, Denver
Colorado Eastern: Zane Hays, Sterling
Colo. Southern: Katherine McIntyre, Pueblo
Colo. Western: Reba Wing, Grand Junction
Connecticut: Lewis Boynton, New Britain
Delaware: Ed. Williams, Rehoboth Beach
Florida: Della Rosenberg, Starke
Georgia: Gerald Robins, Athens
Idaho: Helen M. Payne, Twin Falls
Illinois: Edith Sidney, Chicago
Ill. Chicago Area: Ada Immel, Skokie
Ill. Southern: Margaret Williams, DuQuoin
Ind. Indianapolis: Hubert Bowers, Martinsville
Ind. Evansville: Olive Smith, Oakland City
Ind. Ft. Wayne: R. H. Duffield, Columbia City
Ind. South Bend: Garth Coburn
Ind. Gary: Arnold Corder, Hammond
Iowa: William Masson, Iowa City
Kansas: Nora Stosz, Wichita
Kentucky: John Tabb, Louisville
Louisiana: Kenneth LaCaze, Ruston
Maryland: Joseph Murray, Baltimore
Minnesota: Warren Meyer, Minneapolis
Mississippi: Ida Mae Pieratt, Hattiesburg
Missouri: Lois Fann, N. Kansas City
Mo., St. Louis: Bro. James McCaffrey
Montana: Beulah K. Morris, Great Falls
Neb. Dist. 1: Jamesine Bourke York
Neb. Dist. 2: Alfreda Clark, Hastings
New Hampshire: Eva A. Oweo, Colebrook
New Jersey: Emma Audesirk, N. Arlington
New Mexico: Becky Sharp, Portales
North Carolina: Mrs. W. W. Howell, Greenville
North Dakota: Donald Aase, Lisbon
Ohio: Harold Leith, Cincinnati
Oklahoma: Ruth Fell, Norman
Oregon: Leonard Carpenter, Portland
Pennsylvania: Benjamin Kuykendall, Phila.
Penn. Philadelphia: Evelyn Duncan, Phila.
South Carolina: Sarah Zeagler, Blythewood
South Dakota: Quentin Oleson, Centerville
Tennessee: Cliffle Spilman, Clarksville
Texas: Velma Parker, Fort Worth
Texas Houston: Elizabeth Seuffer, Houston
Utah: Glen Collans, Ogden
Virginia: Louise Moses, Norfolk
Washington Eastern: Celeste Kinder, Cheney
Washington Central: Cora Harms, Sunnyside
Washington Western: Wm. Toomey, Seattle
West Virginia: Britton Lavender, East Bank
Wisconsin: Ernest May, Milwaukee
Wyoming: Marie Thayer, Casper
Tri-State: Ward C. Elliott, Wheeling, W. Va.

EASTERN REGION

Pennsylvania

PBEA elected the following officers for the 1954 calendar year at its annual business meeting in Harrisburg in December: President, Galen B. Walker, Meadville; first vice-president, Morgan Foose, Neffsville; second vice-president, Renetta Heiss, Altoona; secretary, Edith Fairlamb, Reading; and treasurer, William Whiteley, Reading.

The association is sponsoring two conferences this spring. The Eastern Conference will be held at the Simon Gratz High School in Philadelphia on Saturday, April 24. Kenneth A. Shultz, York High School, is the program chairman and Arthur Hertzfeld, Gratz High School, is local arrangements chairman. The Western Conference will be held at New Kensington High School on Saturday, April 10. Katherine C. Blum of the Irwin Avenue Vocational High School in Pittsburgh is program chairman and John L. Keiser of New Kensington is local arrangements chairman.

CENTRAL REGION

Ohio

Plans for the annual convention of the Ohio Business Teachers Convention have been announced by Mabel Collins, Central High School, Columbus, vice president and chairman of the General Planning Committee. The convention will be held April 23-24 at the Southern Hotel in Columbus. The committee chairmen in charge of various phases of the program include Lohnnie Boggs, Ohio State University; Juanita Bullock, East High School, Columbus; Mary Del Tedesco, London High School; Doris Eggleston, Franklin Junior High School, Columbus; William Ketcham, Barrett Junior High School, Columbus; Helen Long, North High School, Columbus; Rose McLaughlin, New Albany High School; H. Y. Parkinson, Linden-McKinley High School, Columbus; H. H. Priest, Central High

School, Columbus; Norma Richter, Indianola Junior High School, Columbus; J. A. Warner, South High School, Columbus; and (Mrs.) Mozelle Warren, West High School, Columbus.

The Friday program will include trips to various offices and high schools. Included in these will be the famous Battelle Memorial Institute, the Lazarus Department Store, the Ohio Farm Bureau, and the new Mohawk Junior High School. A feature of the Friday evening session will be an address on "Wills and Inheritance Taxes" by Hugh Huntington, nationally known authority on wills.

The general business session Saturday morning will be followed by a panel discussion by personnel interviewers on "Should I Hire Your Pupil? or Fire Him?" The sectional meetings will include such speakers as Helen Reynolds of New York University, Howard Wheland of the Cleveland Schools, and Lillian W. Widmeier, a practicing certified public accountant.

The luncheon, at which Paul Muse of Indiana State Teachers College will speak on "Recruiting Business Teachers," will conclude the convention.

Illinois

The two-day convention of the Illinois Business Education Association will be held in Springfield on April 8 to 10. Following the coffee hour, two tour groups will be formed. The first tour group will visit the Franklin Life Insurance Company and the second group will visit the capitol building and state offices. An informal "IBEA Get-Together" will be held on Thursday evening at the Franklin Life Insurance Company where food and entertainment will be provided by the Springfield-Decatur Chapter of the National Office Management Association.

Friday's sessions will be at the Elk's Club. The morning program will include three discussion groups — clerical and stenographic, distributive education and sales, and basic business-bookkeeping-business law. Among the persons who will participate in the discussion groups are James M. Thompson, Eastern Illinois State College; Ruth M. Cleary, Township High School, Riverdale; Mary Ann English, Wright Junior College, Chicago;

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Mary E. Plunkett, Herzl Junior College, Chicago; Elizabeth Melson, University of Illinois, Urbana; J. Bryce Sardiza, Roodhouse Community High School; A. E. Horton, Lawrenceville High School; Willard J. Cochran, Peoria Public Schools, Peoria; Harold Meyer, Franklin Life Insurance Company, Springfield; Joseph J. Zbornik, Chicago Public Schools; Leah Simmons, East Peoria Community High School; David J. Baron, Abraham Lincoln Junior High School, Rockford; William Swearingen, Matton High School; John Pineault, Northern Illinois State Teachers College, DeKalb; Clyde Beighey, Western Illinois State College, Macomb; Enos C. Perry, Chicago Public Schools; William D. Dellert, First National Bank, Springfield; George P. Gardner, Millers Mutual Insurance Association of Illinois; and Gail M. Hanless, Illinois Association of Real Estate Boards.

Saturday's session will be a Business Education Problems Clinic. Major participants for the session are: Robert Stickler, Proviso Township High School, Maywood; Ann Brewington, University of Chicago; Russell J. Cansler, Northwestern University; Arnold Condon, University of Illinois; Viola DuFrain, Southern Illinois University; Francis P. Geigle, Northern Illinois State Teachers College; James M. Thompson, Eastern Illinois State College; and Lewis R. Toll, Illinois State Normal University.

The annual luncheon and business session will be held on April 9 with Edith C. Sidney, president of the Illinois Business Education Association, presiding. Co-chairmen of the luncheon committee are Ruth Purcell, Schurz High School, Chicago; and Ada Songer, Taylorville High School. William J. Mullaney of Springfield is program chairman. Tour group chairmen are Inez Giesekeing, Springfield High School; and James E. Trabue, Belleville High School and Junior College. John A. Beaumont, chief, Business Education Service, State Department of Education, is chairman of arrangements for the opening night of the convention.

Wisconsin

At the business session of the Wisconsin Business Education Association held in Milwaukee on November 5, the following persons were elected officers for the year 1953-54: President—Ernest A. May, Riverside High School, Milwaukee; first vice-president—Florence Trakel, Waukesha High School; second vice-presi-

dent—Marvin Hauser, Janesville High School; secretary-treasurer—Lorraine Missling; Shawano High School. Members of the Advisory Council are Gaylord Aplin, Manitowoc High School; Cecil Beede, Eau Claire Vocational High School; and Ray Larson, Middleton High School.

Missouri

The fourth annual spring conference for Missouri business teachers will be held March 20 at Columbia, Missouri. Harry Bauernfeind of Southern Illinois Institute will be the guest speaker.

Grace Phelan, a winner of many championships on the manual typewriter and a top electric typewriter operator, will demonstrate the major differences in technique on the two machines. She will also demonstrate typing "do's and don'ts," proper carriage return, and other techniques.

Lois Fann of North Kansas City High School will preside at the meeting.

MOUNTAIN-PLAINS REGION

Colorado

The executive board of the newly organized Colorado Business Education Association met on January 30, 1954, in Denver and elected the following officers: President, Cecil Puckett, University of Denver; vice president, Ramon Heimrl, Colorado State College of Education, Greeley; and secretary-treasurer, Katharine McIntyre, Pueblo College, Pueblo.

Members of the executive board are Louise C. Bergner, Denver; Grace D. Bumpus, University of Denver, Denver; Zane Hays, North Eastern Junior College, Sterling; Amalia Meadows, Pueblo; Katharine McIntyre, Pueblo; Golde Perkins, Canon City; Roy Smith, Telluride; Lucie Van Der Berg, Crawford; and Reba Wing, Grand Junction.

Texas

Under the chairmanship of L. M. Collins, Dallas, the Texas Business Education Association has revised its constitution. The organization is affiliated with the Texas State Teachers Association, the United Business Education Association, and the Mountain-Plains Business Education Association. A membership fee of

\$1 has been established for the organization.

At its meeting in Dallas on November 27, the group elected the following officers: President, Velma B. Parker, Fort Worth; vice president, Ruth I. Anderson, North Texas State College, Denton; secretary, R. F. Bender, Crozier Tech, Dallas; treasurer, Winnie Bedell, Fort Worth; historian, Johnnie Punchard, Baytown; and reporter, Janie Patterson, Houston.

SOUTHERN REGION

Z. S. DICKERSON, JR., *News Editor*

Georgia

The Sky Room in the Atlanta City Auditorium will be the scene of the Georgia Business Education Association meeting on March 19. The meeting will open at 9:00 a.m. with a coffee hour.

Exhibits of business education departments in the Georgia schools have been planned for this meeting. The theme of the exhibits will be "What Some Teachers, Pupils, and Schools Are Doing in Business Education." The guest speaker will be Alan C. Lloyd of the Gregg publications staff who will give a demonstration on "New Devices for Teaching Typewriting."

President Gerald Robins will be the presiding officer at the business session.

Virginia

The annual spring meeting of the Virginia Business Education Association will be held at Natural Bridge Hotel, Natural Bridge, Virginia, April 3. The Board of Directors will meet at the same hotel on Friday evening, April 2.

The theme of the program will be "Improved Practices and Offerings—Our Opportunity." Special emphasis will be given to demonstrations showing how to make effective use of audio-visual aids in the business education classroom. Woodie Tucker, Washington County Technical School, Abingdon, will demonstrate how to make daily use of the demonstration stand in teaching typewriting. Committees of student teachers from Radford College and Madison College will present tack board displays for exploratory and general business courses. Harry Huffman of Virginia Polytechnic Institute will present a flannel board demonstration showing the need for clerical practice in Vir-

ginia high schools. Kenneth Zimmer of Richmond Professional Institute will demonstrate how to use filmstrips to teach bookkeeping. Ruth Stauffer of Eastern Mennonite College will demonstrate how to use recorded materials to build shorthand skill. President Charles K. Martin of Radford College will conclude the professional program with an address at the luncheon.

A "coffee hour" will be held from 9:00-9:45 A.M. Each person attending the meeting will have an opportunity to visit informally with friends and colleagues from all sections of the state. Serving on the hospitality committee for the "coffee hour" will be M. L. Landrum, of Longwood College; Mamie Basler, Suffolk High School; Mary McGinty, John Marshall High School, Richmond; Harvey L. Coppage, Herndon High School; and Mrs. Woodie Tucker, Washington County Technical School, Abingdon.

Mrs. E. F. Burmahln, E. C. Glass High School, Lynchburg, will head the committee in charge of flower arrangements and favors for the luncheon. Mrs. Leo Smith, Christiansburg High School, will be in charge of registration. Mamie Roberts, George Wythe High School, Wytheville, will have charge of luncheon tickets and arrangements. Noble L. Moore, Great Bridge High School, will assist with registration and accept membership dues. Exhibit arrangements will be handled by Virginia Harris, Radford College.

A special tour of Natural Bridge is planned for Friday evening immediately following the meeting of the Board.

West Virginia

Many of the teachers of West Virginia are giving time and effort to promote better business education through the activities of our national specialized association, the United Business Education Association. Among those teachers in West Virginia who are participating in the front line are the following district membership chairmen: Nancy Hulse, Princeton; Mahala Toney, Welch; Elizabeth White, Man; Cecil Rexroad, Madison; Nancy Alderson, Nitro; Elaine Rouse, Point Pleasant; Mary Balderson, Parkersburg; Walter Schoonover, Clay; Ruth Ellen Johnson, Moundsville; Geraldine May, Paden City; Donald Robinson, Cowen; Juanita Parker, Buckannon; Estelle Randall, Shinnston; Betty Booth, Morgantown; Elizabeth Thompson, Parsons; James J. Toquinto, Keyser; and Kathryn M. Sampsell, Martinsburg.

North Carolina

The Department of Business Education of the North Carolina Education Association will meet in Raleigh, March 19, for the annual state convention. A luncheon session is planned for 12:30 P.M. at State College Cafeteria. An interesting program will culminate the district meeting discussions on this year's central theme, "Standards for High School Business Graduates." Arthur L. Walker, State Supervisor of Business Education, Richmond, Virginia, will be the guest speaker.

The state officers and district chairmen comprise the planning board. They are as follows: President, Sue C. Howell, Greenville; vice president, William P. Warren, Candler; secretary-treasurer, Carrie Hickman, Cramerton. The district chairmen are Sue Bowden, Rocky Mount; Irene Buchanan, Sylva; Angelo Ferguson, Greensboro; Harper Higgins, Matthews; Evelyn Shaw Newton, Durham; and Betty Williams, Richlands.

Among the items on the agenda for the business session is the selection of a project that the association needs to develop in 1954.

Florida

The Florida Business Education Association will have a luncheon session in connection with the annual meeting of the Florida Education Association in Miami on Friday, April 9, at the Seven Seas Restaurant. Gladys Peck, Louisiana State Supervisor of Business Education, will speak on "Services of a State Consultant in Business Education."

The officers of the association are: President, Della Rosenberg, Starke; vice president, Edna Long, Bartow; secretary-treasurer, Bessie Hiers, Lake City; and sergeant-at-arms, John Hudson, St. Petersburg.

Tennessee

The Business Education Section of the Tennessee Education Association will hold its annual luncheon meeting April 9, in Nashville. T. James Crawford of Indiana University will be the guest speaker.

The officers for the current year are: President, Clifflie Spilman, Austin Peay State College, Clarksville; first vice-president, Paulyne Lamb, West End High School, Nashville; second vice-president, Mrs. G. P. Robertson, Central High School, Jackson; and secretary-treasurer, Zollie Sirey, Isaac Litton High School, Nashville.

Mississippi

The Mississippi Business Education Association will hold its spring meeting in Jackson on Friday, March 19, 1954. The meeting is scheduled for 9:30 A.M. in the library of the Senior High School Building.

The MBEA officers for this year are Ida Mae Pieratt, Mississippi Southern College, Hattiesburg, president; Frank Herndon, University of Mississippi, vice-president; and Beatrice Hamill, Philadelphia High School, Philadelphia, secretary-treasurer.

Vernon Musselman, head of the Department of Business Education at the University of Kentucky, Lexington, will be the speaker. Dr. Musselman is speaking on the subject "Making General Business Classes Interesting Through Practical Pupil Activities."

Arkansas

The Arkansas Business Education Association held its annual meeting in Hot Springs on November 6. Gladys E. Johnson, Central High School, Little Rock, presided.

The two principal speakers were Theodore Woodward, George Peabody College for Teachers, Nashville, Tennessee, and vice-president of UBEA who spoke on "Business Education Looks to the Future"; and Madeline Strony, McGraw-Hill Book Company, New York City, whose topic was "Shorthand Techniques and Development of Shorthand Skill."

The association voted unanimously to invite the Southern Business Education Association to hold its 1954 meeting in Arkansas. Other projects for the year include work toward the improvement of the certification requirements and the organization of a State Chapter of FBLA.

The 1954 officers and directors are: President, Gladys E. Johnson, Central High School, Little Rock; vice-president, B. B. Bevins, Southern State College, Magnolia; secretary, Marguerite Walker, High School, Altheimer; treasurer, Mrs. W. H. McCutcheon, High School, Harrison. Directors: Princess Jackson, High School, Eureka Springs; Mildred Bradling, Part-Time School, Little Rock; Mrs. John Vos, Lakeside High School, Hot Springs; and Fred Baseo, Arkansas State Teachers College, Conway.

Members of ABEA are looking forward to being hosts to the Southern Business Education Association on November 25-27.

IN ACTION

WESTERN REGION

California

The annual convention of the California Business Education Association which is to be held at the Senator Hotel in Sacramento, April 11-13, promises an interesting and enlightening program of activities.

William R. Blackler, Sacramento State College, program chairman, and his committee have named the following chairmen for the various meetings:

F. Blair Mayne, Sacramento State College; Rulon C. Van Wagenen, California State Department of Education; Jack Snyder, Santa Cruz High School; McKee Fisk, Fresno State College; Lawrence M. Brammer, Sacramento State College; Willis M. Kenealy, Los Angeles State College; M. Bernadine Bell, California State Department of Education; Robley E. Pasalacque, Sacramento Junior College; Louis J. Grab, California Junior High School, Sacramento; Marilene Van Wagenen, Sacramento Junior College; Kenneth Knight, Los Angeles Metropolitan Junior College; Edgar Hefley, San Jose Junior College; and Kenneth Norberg, Sacramento State College.

CBEA members will want to plan to spend their Easter vacation at Sacramento and participate in the many sessions that have been planned by the convention committee.

Eastern Washington

The Business Teachers Section of the Inland Empire Education Association (Eastern Washington Business Education Association) will meet on Thursday, April 8, 1954, at the Ridpath Hotel in Spokane. The theme of the program is "How We Can Help Our Students To Change in Attitude, Ways of Thinking, and Appearance from Schoolboys and Girls to Businessmen and Women."

The meeting will begin with a luncheon at noon. Celesta V. Kinder, president, is in charge. A short business session will be held following the luncheon.

Harold Leffel will serve as chairman of the afternoon session. This program will be composed of short talks by two secretaries on "A Secretary's Day." A panel has been arranged on "Dressing Up for Business." Panel participants will be stylists from local stores and beauty salons, and a personnel director from



WESTERN WASHINGTON . . . At a planning session for the WWBEA the camera found Robert Briggs; Verner Dotson, vice president of the UBEA Administrators Division; Ernest Scheele, UBEA membership chairman; Kelly Toomey, president of the association; Marjorie Delaney, secretary; and Frances Kwapil, treasurer.

business. Members of the panel will present models to illustrate their points.

Ernestine Evans, secretary-treasurer of the association, is in charge of the banquet which is scheduled for the evening session. The guest speaker will be Theodore Yerian of Oregon State College. Also appearing on the program will be Eugene J. Kosy of Central Washington College who will report on the Portland convention of the Western Business Education Association.

Western Washington

The Western Washington Business Education Association was organized in December, 1936, under the name of Western Washington Commercial Teachers Association. The present name was adopted in October, 1952. Membership has increased, and the goal of 175 is expected to be reached this year. Meetings are held each fall and spring.

Plans are being made for the next meeting, which will be held March 13, at the University of Washington in Seattle. Sectional meetings will be held in the morning with demonstration lessons in typewriting, shorthand, and bookkeeping. These sessions will be followed by a luncheon and an inspirational address by an outstanding business educator.

Among the business teachers who will speak at the meeting are: Elizabeth Lohren, Virginia Henning, William Calder, M. Delaney, F. Brown, Ruth Whiting, Tremaine McGinty, Mildred Gibson, Edward Perkins, Don Burnett, Ralph Bruno, Jack Lattin, Richard Mooney, Harry Liden, Arthur M. Cannon, H. W. Port,

Sue McPherson, Edith Calder, Mary Catton, William Morris, and Robert Holland. Jack Andrews, a prominent Seattle businessman, will speak on "The Relationship of Business to Business Educators and How to Bring About Better Understanding Between Employers and Teachers."

At the October meeting it was decided to begin publication of a news letter. Mildred Patterson of West Seattle High School was named the editor.

Central Washington

The Central Washington Business Education Association under the administration of Cora Harms, president, Sunny-side; Ted Boswell, vice president, Yakima; and Helen Mary Gould, secretary-treasurer, Central Washington College of Education, Ellensburg, will hold the annual spring meeting on the beautiful campus of Central Washington College of Education on March 27.

The CWBEA is the youngest of the three sectional business education associations in the state. It is building into a strong professional association of business educators. Each meeting has brought growth and individual pride to its members. The first organizational meeting of the CWBEA was held on the campus of CWCE, Ellensburg, under the direction of Harold Williams, Alva Treadwell, Sarah Davies Kravik and Eugene Kosy in the spring of 1951. The association has been meeting twice a year with the fall meeting in Yakima and the spring session in Ellensburg. Past presidents include Evelyn Russell, Naches; and J. Newton Morris, Richland.

The Future Business Leader

For Sponsors and Advisers
of FBLA Chapters

Administrative Organization At The State Level

Chapters of the Future Business Leaders of America at the state level or now chartered or in process of being chartered in one-half of the states. The state groups hold conventions, sponsor projects, and send delegates to the national convention to assist in carrying on the business of the organization.

The responsibility for administering the state program is delegated to two groups—the State FBLA Committee and the State Executive Committee. These committees have interlocking personnel, duties, and responsibilities.

The State Executive Committee

The State Executive Committee is composed of both students and adults. It constitutes the governing body for the state chapter. This committee is responsible for performing the usual administrative duties within the framework of the national organization in connection with the operation of the state chapter as the unified unit of the several local chapters. The State Executive Committee is composed of the following:

- President—Student, elected by chapter delegates
- Vice President(s)—Student(s), elected by chapter delegates
- Secretary—Student, elected by chapter delegates
- Treasurer—Student, elected by chapter delegates
- Adviser(s)—Adult(s), elected by UBEA
- Chairman of FBLA Committee—May be same person as one adviser above. Elected by UBEA.

The chairman and the adviser may be the same person. Two advisers are assigned to large state chapters.

State FBLA Committee

The State FBLA Committee functions for the purposes of assisting and guiding the student officers and the various student committees in directing the activities of the state chapter. These adult members insure continuity in personnel; provide opportunity for long-term plans at the state level; provide protection to the officers from being subjected to subversive and other undesirable influences; cooperate with UBEA, the sponsoring organization; and constitutes liaison with the national organization of FBLA. The State Committee is composed of the following:

- Chairman of the Committee—Same person as listed in state officers. Elected by UBEA.
- Adviser(s)—Same person(s) as listed in state officers. Elected by UBEA
- UBEA's State Chairman of Public Relations (ex officio)—Elected by UBEA.
- Sponsors of chapters from which student officer are elected (5 or more)—Elected by local chapters
- Sponsor of host chapter for state convention—Elected by local chapter
- Sponsor or businessman (one)—Elected by State Chapter Executive Committee or local chapter delegates.

Briefly the requirements for forming a state chapter are:
(a) request the National Board of Trustees to form a State

FBLA Committee; (b) have ten local chapters in good standing, including chapters chartered during the second semester (no chapter to have less than ten members); (c) hold a state organizational and planning conference under the supervision of the State Adviser and Chairman of the State FBLA Committee.

When the state chapter is in process of organization and during the period of development it is generally agreed that the same person shall serve as chairman of the FBLA Committee and as the State Adviser. After the chapter has developed to the extent that there are many chapters and the duties become great, UBEA names the second adviser—one for the secondary schools and one for colleges so that the responsibility and duties may be shared.

The application and supporting materials for local school groups or clubs wishing to become chapters of the Future Business Leaders of America in the states which have state chapters of FBLA should be mailed to the Chairman of the State FBLA Committee or Adviser in the appropriate state. Groups in the other states and the territories should mail their applications and materials to the FBLA Headquarters office in Washington.

States which have formed FBLA chapters and the addresses of the chairmen and advisers follow:

Alabama—Miss Lucille Branseomb, State Teachers College, Jacksonville; **California**—(College) Dr. J. H. Martin, El Camino College, El Camino College; (High School) Dr. Bernadine Bell, State Department of Education, Bureau of Business Education, Sacramento; **Florida**—Dr. Glen E. Murphy, The Florida State University, Tallahassee; **Georgia**—Mrs. Zeb B. Vance, Mercer University, Macon; **Illinois**—Mr. Robert T. Stiekler, Proviso Township High School, Maywood; **Indiana**—Dr. M. E. Studebaker, Ball State Teachers College, Muncie; **Iowa**—Dr. E. L. Marietta, Iowa Teachers College, Cedar Falls; **Kansas**—Mr. Gerald Maxwell, Kansas State Teachers College, Emporia; **Kentucky**—Mrs. Ethel Ploek, Ahrens Trade High School, 546 South First Street, Louisville; **Louisiana**—Mr. Richard Clanton (State Executive Secretary, FBLA), Assistant Supervisor of Business Education, State Department of Education, Baton Rouge; **New Mexico**—Mr. Ray Farmer, New Mexico Highlands University, Las Vegas; **Ohio**—(High School) Miss Eleanor Gallagher, Terrace Park High School, Terrace Park; (College) Dr. Olive Parmenter, Bowling Green State University, Bowling Green; **Oregon**—Mrs. Louanne Lamb, Elmira High School, Elmira; **Pennsylvania**—Mr. George M. Frits, Warren High School, Warren; **South Carolina**—Mrs. Rita Heape, (State Executive Secretary, FBLA) Senior High School, Greenville; **Texas**—Mr. Joe R. Peters, North Texas State College, Box 6512, N. T. Station, Denton; **Virginia**—Miss Marguerite Crumley, Assistant State Supervisor of Business Education, State Board of Education, Richmond.

States in process of organizing chapters and the advisers are: **Arkansas**—Mrs. Gladys E. Johnson, Little Rock Senior High School; **Mississippi**—Dr. A. J. Lawrence, University of Mississippi; **North Carolina**—Dr. James White, East Carolina State Teachers College; **Oklahoma**—Dr. Gerald Porter, University of Oklahoma; **Tennessee**—Mr. George Wagoner, University of Tennessee; **West Virginia**—Mr. Reed Davis, West Virginia Institute of Technology; and **Wisconsin**—Mr. Ray Rupple, Waukesha High School.

FUTURE BUSINESS LEADERS

WITH THE STATE CHAPTERS

CALIFORNIA: "We Build For the Future" was the theme for the 1953 California Convention which was held at the University of Southern California. A full day of business, group meetings, and social events was enjoyed by the members who attended.

Summaries of the 12 workshops were given at the convention luncheon.

Six hundred student representatives of 63 chapters, including 54 high schools and 9 junior colleges, attended the convention.

The Culver City High School Chapter walked away with the sweepstakes at the convention. Competing against 62 other high school and junior college chapters, Culver City won the Gold Cup Award for the best chapter exhibit.

IOWA. Approximately 225 students from 18 schools attended the Eighth Annual FBLA Convention at Iowa State Teachers College in Cedar Falls on October 23 and 24. Duke Ellingson, state vice-president, was master of ceremonies at the opening banquet. After a welcome by Jean Harvey, ISTC president, and Dr. Lloyd Douglas, UBEA president, Mr. Fred Miller presented an interesting talk on "Don't Sell Yourself Short." Novel door prizes were awarded by Dr. E. L. Marietta and Bonnie Knoek, state secretary-treasurer. The banquet was followed by several skits and a dance in the gymnasium.

During the morning session, Le Mars High School was installed as a chapter by an installation team from Waterloo. The General Assembly which met with Carol Davis, state president, presiding, decided to sponsor a state newspaper with a different chapter sponsoring it each year. Each member will be assessed 25 cents state dues for the support of the newspaper.

KANSAS: The Kansas state chapter of FBLA formed at a state convention held on the campus of Kansas State Teachers College, Emporia, is the most recent state chapter to be granted a charter.

The convention got off to a good start with a general assembly. After hearing greetings by Dr. John Jacobs, acting president of Kansas State Teachers College, the group was privileged to hear an address by Leon D. Peterson, Manager, Kansas Power and Light Company of Emporia. From the general assembly, each delegate went to the committee meeting to which he was assigned. The committees were: State Convention of 1954, State Constitution, Expansion, Projects, and The 1953 National Convention.

Saturday morning, after a tour of the Kansas State Teachers College campus, the final general session was held. At this meeting reports of committees were given and state officers were nominated and elected. The state officers were installed in a very impressive ceremony.

KENTUCKY: The Kentucky State Chapter, organized at Murray, is already off to a good start. Dr. Ralph Wood, president of Murray State College, welcomed the group.

Under the leadership of its first president, Patricia Hinkle, of Bourbon County Vocational High School at Paris, a manual has been prepared and distributed to all Kentucky local chapters. A questionnaire was mailed, and the infor-

mation received was then compiled into a directory listing the officers, sponsors, "pet" projects, and money-making ideas of all the local chapters in the state.

Kentucky members are looking forward to a successful year, with the formation of new local chapters and the interchange of ideas which they will experience at the second annual state meeting planned for next spring in Louisville.

OHIO. The sixth annual convention of the Ohio FBLA Chapter was held in Toledo on October 16 and 17. State President, Anita Strohscher, presided at the convention which chose as its theme, "The Doors of FBLA Are Never Closed."

The installation of the new collegiate chapter at Ohio Northern University, a smorgasbord dinner, and an informal social hour were among the highlights of the opening day. Four discussion groups and the business session were held on the morning of the second day. Kay Hilton of Terrace Park High School was elected president. The new president and Russell Hall were selected as delegates to the 1954 national convention.

The convention closed with a luncheon at which Mr. Robert T. Stickler was the guest speaker. Mr. Stickler is adviser of the Illinois State Chapter and a member of the UBEA Executive Board which is the FBLA sponsoring organization. The retiring state adviser, Dr. E. G. Knepper, presented a plaque to the Clay-Genoa Chapter for being named the most outstanding chapter in Ohio.

TEXAS: The first annual meeting of the Texas Future Business Leaders of America was held at North Texas State College when it was voted to form a State Chapter.

The group was welcomed by Dr. O. J. Curry, dean of the School of Business, who pointed out that this generation is having to fill "mansied" shoes sooner than other generations and consequently it is a tremendous responsibility to be a member of an organization such as FBLA.

Mr. L. M. Collins of International Business Machines Corporation then told something of the beginning of the state convention and spoke of the need young people have for a college education. He stated that it is shortsighted to accept positions unless well qualified to fill them in the future as well as the present.

The business session included reports of the various committees and the election of state chapter officers.

Neil Dudley of Plainview was selected as delegate to the National Convention in Washington.

VIRGINIA. "Every Chapter an Active Chapter and Every Member an Active Member" was adopted as the 1953-54 slogan of the Virginia FBLA Chapter at the third annual summer workshop at Massanetta Springs, Harrisonburg, July 20-24.

The workshop, under the direction of Miss Marguerite Crumley, State Adviser, was held to plan activities for the year 1953-54. Twenty-five sponsors and members discussed the values of having contests, and what contests should be had among the chapters. The point system, which was the most important and biggest problem, was discussed at length. Promotion and installation of new chapters, along with the awards for promotion, was also discussed. The final planning by the group concerned the State Convention which is to be March 28 and 29, 1954, in Roanoke.

The NATIONAL BUSINESS EDUCATION QUARTERLY

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